

**AN ANALYSIS OF TEACHER'S GESTURES IN FACILITATING  
STUDENTS' VOCABULARY MASTERY AT SMP N 1 REJANG LEBONG**

(A Mixed Methods Sequential Explanatory Research Design)

**THESIS**

This thesis is submitted to fulfill the requirement for 'Sarjana' degree in English  
Language Education



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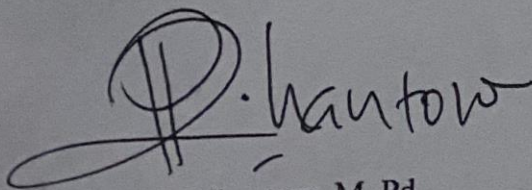
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Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi mahasiswa IAIN Curup Program Studi Tadris Bahasa Inggris yang bernama Suci Permata Sari NIM. 20551070 yang berjudul: "an Analysis of Teacher's Gestures in Facilitating Student's Vocabulary Mastery at SMP N 1 Reajang Lebong" Sudah dapat diajukan dalam sidang Munaqasyah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, sekian dan terima kasih.  
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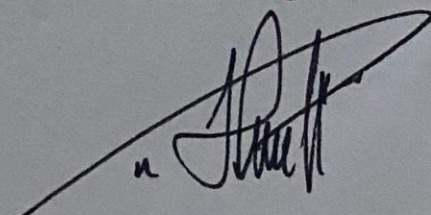
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## **PREFACE**

All praise and thanks are due to Allah SWT. With the help of His blessings, I, the author, have finished this thesis with admirable outcomes and putting forth on my best effort. This thesis has been turned in to fulfill the requirement of Institut Agama Islam Negeri (IAIN) Curup for the S1 degree.

The phenomenon of this research lies in teaching techniques using gesture for fresh students at the first grade level in junior high school, where there is a class that receives different treatment during the teaching and learning process. Teachers use the gesture method to help students understand new vocabulary. Gestures are felt to be able to provide additional input to students who have never previously studied English in elementary school. Researchers believe that this needs to be clarified regarding the extent of the influence of the treatment given by teachers on students. Researchers believe that using correct techniques in teaching foreign languages will help students more easily understand the meaning of words or sentences conveyed by the teacher, so that it can become an English learning strategy in the future. Although there are rooms for improvement in the analytical results of this study, the researcher hopes that this study is useful to the further exploration.

Curup, 1 June 2024

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*Assalamualaikum Warahmatullahi Wabarakatuh*

In the name of Allah SWT, the beneficent, the merciful. All praises be to Allah, the lord of the worlds who has given his mercy and blessing upon the writer in completing this thesis. Peace and situation always be upon the propylite Muhammad Shallahu'alaihi wa sallam, his family, his relatives and his faithful followers.

However, the researcher will not be able to finish this thesis well without the help, guidance, and support of others. Therefore, she would like to express my appreciation to all of them, especially to:

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2. Prof. Dr. Idi Warsah, M.Pd.I., as the rector of IAIN Curup for his direction and permission of conducting this thesis.
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In order to be success in the future, the author still requires constructive feedback. The findings of this study hopefully be able to positively impact how other schools build their educational programs. May Allah bestow onto those who are not mentioned and for the acknowledgment above the greatest recompense. Aamiin.

*Wassalamualaikum Warahmatullahi Wabarakatuh*

Curup, 1 June 2024

Author

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## **MOTTO**

**I'm so in love with this quote :**

**“when the replacement from God arrives, you will forget what you lost”**

**— S.Permata**



## ABSTRACT

Suci P. Sari : **an Analysis of Teacher's Gestures in Facilitating Students' Vocabulary Mastery at SMP N 1 Rejang Lebong**

Advisor : Dr. Prihantoro, SS., M.Pd

Co-advisor : Henny Septia Utami M.Pd

The gestures used by teachers are crucial for both educators and learners, as they aid in better understanding spoken language. This research aims to elucidate the influence of teacher gestures and to identify the specific gestures used in vocabulary instruction. This mixed-methods research utilized observation, with note-taking and video recording as data collection techniques. The object of this research was first grade students' of SMPN 1 Rejang Lebong that consisted of 34 students. The data were taken from the results of tests, questionnaires, interviews, observations and analyzed with simple regression analysis in SPSS. From the results of the analysis and discussion of this research, there were a significant influence of teacher's gestures on students' vocabulary mastery. It is concluded that 84.8% of teacher gestures can facilitate students' vocabulary mastery and 77% teacher's gestures can support verbal communication, reduce the ambiguity of language, and increase understanding of the concept. Additionally, five types of gestures were found in this study. It is facial expression, posture, gestures, touch, and eye contact. The results of all types of gestures are 20 gesture items. Facial expressions 6 items, posture 3 items, gesture 5 items, touch 2 items and eye contact 4 items

Keywords: *Gestures, Vocabulary Mastery, Gesture's Influence, Type Of Gestures*

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## CHAPTER I

### INTRODUCTION

#### A. Background of The Research

In the context of language teaching, gesture has long been considered an important element in supporting communication and comprehension.<sup>1</sup> The use of gestures by teachers can help clarify instructions, enrich the meaning of the words spoken, and increase student involvement in the learning process. In teaching English, which is a foreign language for many students, gestures can serve as a significant aid to bridge the language gap and improve students' understanding. The teacher who conveys a learning material accompanied by the right body language will make students easily capture the essence of the lesson.<sup>2</sup> In addition, students will also be more courageous in expressing their wishes because they have seen the example shown by their teacher. A simple example in an English class at a low level. To teach the meaning of imperative sentences such as: Sit down! , Stand up !, Open the door !, it will be easier for students to understand when the teacher does it by practicing directly demonstrating what is ordered rather than just writing it on the blackboard and asking students to read and then memorize it.

In the process of teaching and learning activities in the classroom cannot be separated from the active role of educators as teachers with their students. For

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<sup>1</sup> Goldin-Meadow, S. (1999). The Role of Gesture in Communication and Thinking. *Trends in Cognitive Sciences*, 3(11), 419-429.

<sup>2</sup>Tri Indah Kusumawati, 'Komunikasi Verbal Dan Nonverbal', *Jurnal Pendidikan Dan Konseling*, 6.2 (2016).

the sake of good learning and can achieve the expected teaching targets.<sup>3</sup> Gestures play a crucial part in the classroom, according to Region in his explanation of gesture. Additionally, gesture can be utilized to present language material, give feedback, and manage the classroom, according to Elfatihi, It is the responsibility of the teacher to direct classroom activities in a way that, through gesture, supports learning.<sup>4</sup> In order for students to fulfill the intended learning objectives and produce favorable educational results, it is additionally crucial that gestures be used to manage classroom activities.

Given the value of gestures in the classroom, the researcher set out to identify the most common gestures used by teachers, the contexts in which they are most frequently employed, and the goals for which they are utilized when teaching English to young learners, in elementary school, for example, teaching English to young learners differs from teaching it to adults.<sup>5</sup> It takes preparation to educate young learners well; it is not a simple task. In order for young learners to comprehend the subject, the teacher must use approaches, methods, and teaching techniques that are suitable for them. Concern for a child's needs is one of the most crucial aspects of teaching English to children.

There have been a few studies done in the past to analyze teaching gestures. The first study, "The Use of Gestures in Teaching English to Young Learners of Fifth Grade Classroom at SD Laboratorium UPI in the Academic

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<sup>3</sup>Katia Fredriksen and Jean Rhodes, 'The Role of Teacher Relationships in the Lives of Students.', *New Directions for Youth Development*, 103, 2004, 45–54 <<https://doi.org/10.1002/yd.90>>.

<sup>4</sup>Staff Development, 'The Role of Nonverbal Communication in Beginners ' EFL Classrooms By : Mohamed ELFATIHI', 2006, 2005–6.

<sup>5</sup>Sasi Rekha Manoharan, Tan Kim Hua, and Fazal Mohamed Mohamed Sultan, 'A Comparison of Online Learning Challenges Between Young Learners and Adult Learners in ESL Classes During the COVID-19 Pandemic: A Critical Review', *Theory and Practice in Language Studies*, 12.1 (2022), 28–35 <<https://doi.org/10.17507/tp1s.1201.04>>.

Year of 2013/2014," was conducted by Education Indonesia University student. This study concentrated on provoking situations that started classroom interactions. The teacher made a point of constantly attempting to define and explain the words, phrases, and sentences that teachers used in the classroom. This indicates that lexical explanation was the main reason gestures were utilized, but this research only focuses on the elementary school level, whereas in this study later it will not examine the elementary school level but the junior high school level.

The second study by Martha W. Alibali and Mitchell J. Nathan, "Teacher's Gesture as a Means of Scaffolding Student's Understanding: Evidence from an Early Algebra Lesson"<sup>6</sup>. The researchers examined teachers who were teaching by using hand gestures to be able to emphasize student understanding. Gestures are particularly important in classroom settings because students are often challenged to understand instructional discourse that presents new concepts and uses unfamiliar terms. In addition, classrooms are often noisy, so for students who do not hear the teacher's explanation, they can understand the material through the teacher's gestures.

The third study is "Inquiry in Growing Intercultural Nonverbal Communicative Competence in Higher Education English Teaching". The researcher found that ignorance of nonverbal communication is one of the main reasons for low efficiency in teaching English in universities. In modern classrooms where students learn with teacher assistance, teachers need to understand and apply approaches and techniques to maintain a good atmosphere

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<sup>6</sup>Martha W. Alibali and Mitchell J. Nathan, 'Teachers' Gestures as a Means of Scaffolding Students' Understanding: Evidence From an Early Algebra Lesson', *Video Research in the Learning Sciences*, 2014, 349–65 <<https://doi.org/10.4324/9780203877258-30>>.



in the classroom and enhance teaching using nonverbal communication. The use of non-verbal communication not only attracts students' attention, but also deepens their impressions and imagination.<sup>7</sup> The two researchers above have conducted several studies on nonverbal communication, especially gestures in class activities.

Therefore, based on the previous findings above the researcher concludes that the using nonverbal communication in relation to gesture has an essential role in making the students more attracted or enthusiastic in learning English in the classroom. In this research, the researcher wants to conduct the similar area of the research about nonverbal communication but the novelty of this research more specific on “an Analysis of Teacher’s Gestures in Facilitating Student’s Vocabulary Mastery at Smp N 1 Rejang Lebong”

The researcher chose to conduct the research at SMP N 1 Rejang Lebong because based on the pre observation conducted by researchers in several equivalent schools in Rejang Lebong, SMP N 1 Rejang Lebong is one of the schools whose English teachers use gestures in teaching English to facilitate learning English in class. The teacher’s of SMP N 1 Rejang Lebong also fulfills the gesture criteria based on experts' theories about what general criteria can be considered important in using gestures in English language teaching.<sup>8</sup> The teacher asked students to make a semicircle around the teacher, then the teacher told students to be quiet and pay close attention to the teacher's instructions or orders

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<sup>7</sup>Agus Rahmat, ‘Teachers’ Gesture in Teaching EFL Classroom of Makassar State University’, *Metathesis: Journal of English Language, Literature, and Teaching*, 2.2 (2018), 236 <<https://doi.org/10.31002/metathesis.v2i2.893>>.

<sup>8</sup>Armstrong, M. (2017). *Gestures in Language Learning: Theories, Processes and Practices*. Routledge.

in English, for example when the teacher says "raise your hand" which is done while raising your hand, or when the teacher gives instructions such as "hold your nose" while holding your nose, which is felt to be able to make students who initially do not understand the meaning of the sentence delivered by the teacher, indirectly can understand it because you can see the gestures given by the teacher. Other sentences conveyed by the teacher are like, Get up, please! Run, please! Jump, please! Turn around, please! Sit down, please! Touch your friend's ear, please! Go to the door, please! Go to the window, please! and of course by giving gestures according to what was instructed.

After all the information that have been explain above, the researcher find that it is important to investigated. This study will involve teachers and students, the researcher will interview a teacher and students related to the teacher's gestures in transferring information. Based on the above, the researcher is interested in conducting research with the title **“an Analysis of Teacher’s Gestures in Facilitating Student’s Vocabulary Mastery at Smp N 1 Rejang Lebong”**

## **B. Research Questions**

In relation to the background above, the following problems were formulated for this research:

- 1) To what extent can the teacher's gestures facilitate students' vocabulary mastery?
- 2) What types of gestures do the teacher use to assist student’s vocabulary mastery?

### **C. Objectives of the Research**

- 1) To find out to what extent can the teacher's gestures facilitate student's vocabulary mastery
- 2) To find out what types of gestures do the teacher use to assist student's vocabulary mastery?

### **D. Significance of the Research**

Theoretically, the results of this study are expected to provide a decent value contribute to science in teaching and learning English, especially for young learners.

In practice, the researchers hope that the results of this study are useful:

- 1) For teachers

The teacher's gesture as an effort to learn English education at SMP N 1 Rejang Lebong can be used as an alternative teaching method model in learning English

- 2) For the students

The teacher's gesture as an effort to learn English education at SMP N 1 Rejang Lebong can be used as a tool that can help students in exploring the material provided.

- 3) For the researcher

The teacher's gesture as an effort to learn English education at SMP N 1 Rejang Lebong can be used to find out problems in teaching and learning English and to develop teaching techniques as a prospective English teacher.

- 4) For Institution

The teacher's gesture as an effort to learn English education at SMP N 1 Rejang Lebong can be used to provide knowledge to students so they can use these methods when they teach and become teachers at school.

## **E. Definition Of The Key Terms**

The definition of terms in this research which are necessary to avoid any misinterpretation toward the title adopted in this research, the researcher explained the terms as follow:

### **1. Teacher's Gestures**

Gesture according to Kendon is a form of non-verbal communication with visible body actions communicating certain messages, either as a substitute for speech or simultaneously and in parallel with words. Gestures include movements of the hands, face, or other parts of the body. Gestures differ from non-verbal physical communication that does not communicate a specific message, such as expressive displays, proxemics, or showing joined attention.<sup>9</sup>

A teacher is someone who has a duty as a facilitator so that students can learn and or develop their basic potential and abilities optimally, through school education institutions, both those established by the government and the community by the private sector.<sup>10</sup> Therefore , what is meant by teacher gesture is the movement made by an educator when communicating in class.

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<sup>9</sup>Adam Kendon, *Gesture: Visible Action as Utterance*, (Cambridge: Cambridge University Press, 2004), h.1-2

<sup>10</sup>Suparlan, *Guru Sebagai Profesi*, (Yogyakarta: Hikayat Publishing, 2006), hal.10.

## 2. English Language Teaching

Teaching is the process of directing learning toward student goals.<sup>11</sup> whereas Language is a system formed from signs an agreed-upon code, characterized by an interdependent structure, creativity, placement, duality and cultural dissemination.<sup>12</sup>

### **F. Thesis Organization**

This research consists of V chapters with the following systematic discussion:

CHAPTER I: Discusses the basic thoughts that form the basis for further discussion. In this chapter, the initial writing steps in the thesis are illustrated which can lead to the next discussion which consists of: background, problem formulation, discussion objectives, research benefits, previous research, definition of terms or operational definitions, and systematic discussion.

CHAPTER II: This chapter contains the theoretical basis of the results to discuss the relationship between the research title and the theory used. Such as literature review, namely: theoretical studies on gesture, student response, and the teacher gesture.

CHAPTER III: This chapter contains research methods in the form of approaches and types of research, research presence, research locations, data sources, data collection procedures, data analysis, checking data validity and research stages.

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<sup>11</sup>Volume Issue, 'Middle East Journal of TEFL Teaching English Language Vocabulary to EFL Learners in the Arab', 1.2 (2021), 24–39.

<sup>12</sup>Jeremy Harmer, 'Book Review: The Practice of English Language Teaching', *RELC Journal*, 2001, 135–36 <<https://doi.org/10.1177/003368820103200109>>.

CHAPTER IV: This chapter contains a description of the data and data analysis that with existing theory.

CHAPTER V: This chapter is the final series which includes conclusions, input and suggestions for further research.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher provides the theory about the importance of using the teacher's gestures in English language teaching. The researcher provides the reviews about gestures, and English language teaching. Finally it provides the previous researcher conducted about teacher's gestures in English language at SMP N 1 Rejang Lebong.

#### A. Teachers' Gestures

##### 1. Definition

Gesture is a form of non-verbal behavior in hand movements, shoulders and fingers.<sup>13</sup> Gesture is also a combination the movement of hands, arms or body and expression face to convey a message from someone.<sup>14</sup> Gesture according Kendon is a form of non-verbal communication with bodily actions that are seen to communicate certain messages, either as substitute for speech or simultaneously and parallel with words. Gesture different from non-verbal physical communication which does not communicate a particular message, such as an expressive display, proxemic, or showing joint attention.<sup>15</sup> So gestures are a form of non-verbal communication that employ physical motions either in addition to or in place of speech to communicate a message. There are two

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<sup>13</sup>A Kendon, TA. Sebeok, J Umiker-Sebeok 2010, books.google.com, cited by 322 (24.77 per year)

<sup>14</sup> M. Priyadharshni, et al., Hand Gesture Recognition System Using Hybrid Technology For Hard Of Hearing Community, *International Journal of Engineering Mathematic & Computer Science*, Desember 2013, (Online), (<http://www.thetic.in/index.php/ijemcs/article/view.pdf>),.

<sup>15</sup> Adam Kendon, *Gesture: Visible Action as Utterance*..., h. 1-2.

elements in communicating that are very important namely verbal (verbal communication) and gesture (non-verbal communication). Gestures don't make sense without the accompanying spoken language and conversely speaking does not make sense without the accompanying gesture, so that the two as a combined system, not as two separate things.<sup>16</sup> So, both are constant communication together and cannot be separated. Gestures communicate the meaning of statements made by human.<sup>17</sup> However, there are also those who say that gestures are not only provide information about behavior and thought processes a person, but also gestures can convey information that is not easily conveyed through spoken language.

Additionally, gestures are used as part of a deliberate act of communication as complementary in communication.<sup>18</sup> Gesture, is a source important information, because body movements support verbal communication, reduce the ambiguity of language, and increase understanding of the concept.<sup>19</sup> So, gesture is very important in communicating, because gesture help the recipient of the information to be able to understand what is submitted by the informant. From the description above it can be concluded that gesture is non-verbal

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<sup>16</sup> S. Kelly, et al. Gesture Gives a Hand to Language and Learning: Perspectives from Cognitive Neuroscience, Developmental Psychology and Education, *Journal Compilation 2008 Blackwell Publishing Ltd*, 2008, (Online), (<http://faculty.washington.edu/losterho/Compass.pdf>).

<sup>17</sup> A. Chaudhary, et al. Intelligent Approaches to interact with Machines using Hand Gesture Recognition in Natural way: A Survey, *International Journal of Computer Science & Engineering Survey (IJCSSES)*, 2011, (Online), (<http://arxiv.org/ftp/arxiv/papers/1303/1303.2292.pdf>)

<sup>18</sup> S. Padalkar & J. Ramadas. Designed and Spontaneous Gestures in Elementary Astronomy Education, *This article is accepted for publication in the International Journal of Science Education*, 2010, (Online), (<http://www.ijjsme.org/attachments/File/v1i7/G0336061713.pdf>)

<sup>19</sup> M. Francaviglia & R. Servidio, Gesture as a Cognitive Support to Solve Mathematical Problems, *Psychology*, 2011, Vol.2, No.2, h.91-97, (Online), (<http://www.scirp.org/journal/PaperInformation.aspx?paperID=4430.pdf>)



communication in the form of gestures that include expressions face, hands, shoulders, fingers or other body normally used simultaneously unconsciously or consciously on when communicating to provide understanding at the time communicate that also has certain messages.

## 2. Types Of Gesture

According to Edward Hall there are some types of gesture, That are :<sup>20</sup>

### a) Facial expressions (Proxemics)

Facial expressions is the primary source of information, next to words, in determining an individual's internal feeling. Likewise, facial may express people's emotions such as happiness, surprise, fear, anger, sadness, disgust, contempt, and interest. Although the examples just given may have some cultural variation, Ekman and Friesen created a list of six emotions that they contend are innate and universal.<sup>21</sup> These six emotions—Serious, smile, laugh, anger, disgust, and disappointed—will all be expressed and understood consistently. Another form of kinesics utilized to convey messages nonverbally is facial expressions. According to Knapp and Hall in Rauf's journal, there are three functions of facial expressions,<sup>22</sup> as follows: 1) To give students a way to establish and close communication channels. For example, teachers can smile to ask to speak next or to show that they want to

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<sup>20</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, ed. by H. Douglas Brown, fifth edit, 1941

<sup>21</sup> Friesen, Ekman. *Techniques and Principles in Language Teaching*. (1975). p. 8

<sup>22</sup> Rauf Kareem Mahmood and Bekhal Abubakir Hussein, „Types of Nonverbal Communication Cues with Reference to Refugeism : A Sociopragmatic Study Abstract“, 7.2, 159–82.

stop talking. 2) In order to support and enhance both verbal and nonverbal cues, such as raising an eyebrow while expressing sadness. 3) To take the place of speaking and convey ideas similarly to how facial symbols do. 4) In summary, the purpose of facial expressions is to convey information about a situation from one person to another.

b) Posture (Artifacts)

While more subdued facial and gesture can be used to convey specific emotions, posture primarily communicates a general or gross affect (liking). Additionally, they classify gestures into five categories—emblammers, illustrators, regulators, emotion displays, and adapters—that can be utilized to explain body cues. Mood and attitudes are typically conveyed through posture. Postures can be classified into three categories: standing, sitting, and lying down.

c) Gestures (Kinesics)

According to Knap and Hall, gestures are parts of body movement and position, including the use of legs, shoulders, hands, head, and limbs.<sup>23</sup> Gesture express attitudes, emotions and nonverbal reactions. Consider the following categories and how you would express: Agreement, “yes”, “No!” , “Come here”, Insults, obscene gestures.

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<sup>23</sup> Ainun Nur Farlianti, Roslina Roslina, and Hariadi Syam, „The Analysis Of Gesture Used By The Students Of English Study Program In The Classroom Interaction At The University Of Sembilanbelas November, Kolaka“, EDUCATIO : Journal of Education, 2.2 (2017) .

There are four type of gestures important for effective communication<sup>24</sup>:

- 1) Illustrators are those behaviors that complement or accentuate the verbal messages.
- 2) Regulators are body language cues that serve to control turntaking and other procedural aspects of interpersonal communication.
- 3) Emblems are nonverbal behaviors that can be translated into words and that are used intentionally to transmit a message.
- 4) Affect displays are another type of body language necessary for language learners to process.

d) Touch (Kinesthetics)

Depending on the age group and composition of the class, touch can have varied effects in the classroom. Even so, giving older pupils a slap on the back and shaking hands could work well. Touch is crucial for the development of younger children in the lower elementary classes. It can convey to the youngster a sense of security, understanding, and belonging. In contrast, a kid who experiences a teacher's lack of contact may feel alone and rejected, which can result in the development of unfavorable attitudes toward learning.

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<sup>24</sup> Lilian Lima Simones, „The Roles of Gesture in Piano Teaching and Learning“, 2014

#### e) Eye Contact

Eye Contact is regarded as an essential part of kinesics. Since the majority of human information about other people is received through the visual channel, eye contact is considered to be a fundamental component of kinesics. The eye can convey a variety of messages, including those of curiosity, boredom, empathy, animosity, attraction, comprehension, and misinterpretation. According to Gamble and Gamble eye behaviors constitute a crucial part of interpersonal communication since human beings use their eyes to establish, maintain, and terminate contact, and eye contact indicates if a communication channel is open, eye language includes eye movement, gaze amount and direction, pupillary dilation or constriction.<sup>25</sup> Gaining the ability to communicate with eye signals is a crucial part of having unrestricted and clear conversations in a second language.

### **B. English Language Teaching**

#### 1. Definition

Teaching English is an educational process that aims to develop English language skills in individuals who learn the language. Experts have deep knowledge of and research in this field, which helps shape effective teaching approaches. The following is an explanation of teaching English according to several leading experts:

According to Stephen Krashen is a linguist and educator known for his theories on second language learning. The main theory is the "Monitor

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<sup>25</sup> Mahmood and Hussein, Types of Nonverbal Communication Cues with Reference to Refugeeism, 2020.

Model" which consists of five elements: input, filter, acquisition, learning, and monitor. Meanwhile Diane Larsen-Freeman is an expert in second language education and action research said that one of his main contributions is dynamic complexity theory, which emphasizes that language is a complex system and language learning must include understanding these concepts through diverse and contextual experiences.<sup>26</sup>

In addition David Nunan is an expert in teaching English who is known for his communicative approach said that he believes that the main objective of teaching English is to develop students' communicative abilities by providing opportunities to interact in real and meaningful situations.<sup>27</sup> So The Monitor Model and Dynamic Complexity Theory emphasize the importance of language learning through diverse and contextual experiences to develop students' communicative abilities.

English language learning is integrated in four skills, namely listening, speaking, reading and writing, all of which must be carried out at least in learning activities that determine the success of learning all subject areas.all of which must at least be implemented in learning activities that determine success in learning all fields of study.<sup>28</sup>The importance of English today is due to increasingly modern times and to anticipate the era of globalization. With the application of English from an early age, it is

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<sup>26</sup>Larsen-Freeman, D., & Cameron, L. (2008). *Complex Systems and Applied Linguistics*. Oxford: Oxford University Press.

<sup>27</sup>Nunan, D. (1991). *Language Teaching Methodology: A Textbook for Teachers*. Hemel Hempstead: Prentice Hall.

<sup>28</sup> IrianyKesuma Wijaya, "Pembelajaran Bahasa Inggris Di Sekolah Dasar".(PenelitianEtnografi di SDSN PondokKelapa 03 Pagi,Jakarta Timur),h. 120 – 128.

expected to be able to shape the character of students who are able to compete in the international arena.

## 2. Strategies in Teaching

According to Ellise in Henitas<sup>29</sup> journal explained some technique to increase the vocabulary of students in learning English quickly:<sup>29</sup>

- a) Preparing and monitoring
- b) Learning words in context
- c) Practicing

## 3. Teachers' Techniques in Teaching

There are numerous techniques for teaching at the beginning level, therefore teachers need to pay close attention when they are imparting knowledge.

- a) By showing real object : When the words like pen, chalk, table, chair, football, flowers, tomato etc.
- b) Using demonstrations : For example, the words like jump, smile, cry, nap, sleep, and dance can be demonstrated.
- c) Showing pictures : The teacher has a picture of a each of the following: a bus, a taxi, a traffic, a policeman, a mall box. Pictures which have been cut of magazines and newspaper.
- d) By drawing pictures : Teacher can draw pictures to represent the words flag, dish, cup, glass, ladder, and key

## 4. Process Of English Language Teaching

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<sup>29</sup> Henita Kusmastutik, „English Teachers Strategies in Teaching Vocabulary“, 2019.

In teaching learning process, the teacher should determine teaching method that is suitable with the material. The teacher should also use suitable media to teach the material. A good class management will help the teacher control class situation. Those three elements will help students understand the material easily.

English teaching and learning requires certain components in order to function properly. These are what they are: Teaching Purpose. There is an instructional objective that guides the teaching-learning process. Sardiman claims that the teaching scenario (the employment of approach, method, and technique in the classroom) is what determines the outcome attained.<sup>30</sup> This is known as the instructional objective or the objective of teaching. The teaching is at least partially unsuccessful if the outcomes of the teaching objective do not match the objective.

The following are some of the roles teachers may see for themselves in the classroom, according to Richard monitor of student learning, motivator, organizer and controller of pupil behavior, provider of accurate language models, counselor and friend, needs analyst, materials developer, evaluator.<sup>31</sup> The involvement of students in teaching and learning activities is considered to be one of the learner's roles. Richard states that learners' roles are related to learning approaches, attitudes toward learning, preferred learning styles and strategies, preferred learning activities, patterns of learner to learner interaction, patterns of teacher to

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<sup>30</sup> Sardiman, A. M. 1996. *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Raja Grafindo Persada.

<sup>31</sup> Richard, Jack C. 1990. *The Language Teaching Matrix*. Cambridge: Cambridge University Press.

learner interaction, the amount of control learners exercise over their own learning, and how learners characterize effective teaching and learning. In the process of teaching and learning a language, the material is crucial. To achieve the purpose of the teaching-learning process itself, instructional material is defined as all materials that support the language teaching and learning process.

Procedure includes the actual actions and behaviors that take place when a language is taught using a specific methodology. Procedure, in other words, is what a teacher does in the classroom when presenting a language program.<sup>32</sup> At the conclusion of each lesson, the teacher will often conduct an assessment. Assessment is the process of judging the worth or quality of something. It is one of the approaches to determine a student's level of learning comprehension. Assessment provides a sense of the magnitude, quality, or value of something.

### **C. Vocabulary Mastery**

Mastery is comprehensive knowledge or use of a subject or instrument.<sup>33</sup> Mastery is derived from the word "master," which denotes the acquisition of entire information through comprehension and the development of skill or proficiency in its application. According to McCharty, mastery is defined as the competency to understand and apply something learnt.<sup>34</sup> This indicates that mastery involves more than just knowing the definitions of words; it also entails being proficient in their use. Oxford English Dictionary defines mastery as

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<sup>32</sup>Fauziati, Endang. 2010. Teaching English as a Foreign Language (TEFL). Surakarta: Era Pustaka Utama.

<sup>33</sup> William Collins, (1979), Webster's New Twentieth Century Dictionary, America: The United States of America, p. 604

<sup>34</sup> McCharty, M, (1990), Vocabulary. New York: Oxford University Press, p. 8



comprehensive knowledge or skill in a particular subject or activity.<sup>35</sup> This mastery is a construct that cannot be directly witnessed, but it can be deduced from obsessive performance on a list of tasks or things associated with a specific idea, ability, or subject. From the aforementioned definitions, it can be inferred that mastery refers to having a thorough understanding of a subject and learning how to be competent in a certain area or activity.

According to Hatch and Brown, vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use.<sup>36</sup> It refers to vocabulary as the terms from a certain language that the speaker uses to interact with others. The only alphabetical order system in use is vocabulary. Receptive vocabulary and productive vocabulary are the two categories of vocabulary according to Hatch and Brown. The capacity to identify a word and remember its meaning when it is encountered is known as receptive vocabulary. Then, in addition to the skills required for receptive vocabulary, productive vocabulary includes the ability to write or speak at the proper moment.

According to Hiebert and Kamil, vocabulary is the knowledge of meanings of words.<sup>37</sup> Vocabulary is defined as the ability to recognize words and understand their meanings. Additionally, they separated word into two categories: passive and active. According to Richards and Renandya, vocabulary is a language main element and provides the learners of the language to be able to

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<sup>35</sup> Oxford Dictionary, (2008), Oxford Learner's Pocket Dictionary, New York: Oxford University Press.

<sup>36</sup> Hatch, E & Brown, C, (1995), Vocabulary, Semantic, and Language Education, Cambridge: Cambridge University Press.

<sup>37</sup> Elfrieda H. Hiebert and Michael L. Kamil, (2005), Teaching and Learning Vocabulary: Bringing Research to Practice, USA: Lawrence Erlbaum Associates, Inc., p. 3

speak, write, read, and listen in a particular language.<sup>38</sup> For this reason, vocabulary is an essential component of language learning and plays a big part in the process. Active and passive vocabulary are the two categories of vocabulary according to Richards and Renandya, just like they were for the prior expert. According to the definitions given above, vocabulary mastery is the ability to know a list or a group of words that make up a language that a specific person, class, or profession might employ.

a) The Learning of Vocabulary

Learning a language includes picking up terminology that allows one to communicate thoughts. However, during the teaching and learning process in the classroom, the value of mastering vocabulary is sometimes overlooked. Vocabulary is added later. Generally, the teacher simply focuses on grammar. According to Thornbury, teachers mostly focus on studying grammatical structures in the classroom and introduce few new words.<sup>39</sup> Meanwhile, the importance of learning vocabulary is emphasized by Wilkins in Thornbury<sup>40</sup> who claim that although vocabulary prevents people from expressing themselves or understanding information at all, grammar allows people to convey and interpret certain information. Furthermore, vocabulary does play a crucial part in the language's ability to express meaning.

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<sup>38</sup> Richards, J.C., and Renandya, W.A, (2002), *Methodology in Language Teaching: an Anthology of Current Practice*, New York: Cambridge University Press, p. 255

<sup>39</sup> Thornbury, S, (2002), *How to Teach Vocabulary*, Harlow: Pearson Education Limited, p. 14.

<sup>40</sup> Thornbury, S, (2002), *How to Teach Vocabulary*, Harlow: Pearson Education Limited, p. 13

In addition to being expected to encounter as many new words as they can and understand their definition, usage, and form, learners also need to commit new words to memory. As a result, they have no trouble remembering the words they have learned. Furthermore, vocabulary acquisition is crucial for language learners. It gives the students a foundation before they go on to study other language components. Even while learning vocabulary is crucial for pupils, it is sometimes overlooked in favor of other language learning components.

#### b) The Teaching of Vocabulary

Thornburry as cited by Alqahtani states that teaching vocabulary for teachers to their students is one of the essential items in learning a language. It is because languages are based on words.<sup>41</sup> Students benefit from vocabulary introduction since it improves their comprehension and communication skills in the target language. In support of that assertion, Cross contends that teaching kids a large vocabulary should be the goal of any language instruction. The teaching and learning process does not stop at grammar if the teacher places a high value on vocabulary acquisition. Instead, it provides an opportunity for the pupils to acquire and apply grammar. According to Cross there are three phases in teaching vocabulary. They are namely presentation, practice, and production.<sup>42</sup>

Regarding vocabulary instruction, Brown offers a few recommendations. First and foremost, educators must set out time in the

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<sup>41</sup> Alqahtani, M, (2015), The Importance of Vocabulary in Language Learning and How to be Taught, International Journal of Teaching and Education, Volume III, No.3/2015, p. 24.

<sup>42</sup> Cross, D, (1992), A Practical Handbook of Language Teaching, Hertfordshire: Prentice Hall International (UK) Limited, p. 5

classroom for vocabulary instruction.<sup>17</sup> They can then assist the pupils in comprehending the terminology in relation to its context. Subsequently, educators can reduce the amount of bilingual dictionaries used in the classroom. The goal is to help students remember and use the words later on by lessening the urge to look up the terms in the dictionary to get an immediate answer. In teaching vocabulary, the teacher needs to be careful when selecting the words. He must select the appropriate vocabulary to be taught to the students in the class. When selecting language, teachers may take into account the age, skill level, or proficiency of their students. The media that is shown in class must also be appropriate for the students.

#### c) The Method in Teaching Vocabulary

There are many approaches or methods that can be implemented in teaching vocabulary. Three methods for teaching vocabulary are suggested by Hunt and Beglar in Richards and Renandya: incidental learning, direct instruction, and independent strategy training. These methods are combined to increase vocabulary.<sup>43</sup> Incidental learning is arised when the learners are learning vocabulary as the result of reading or listening to English texts. While the direct instruction depends on the vocabulary-acquisition for the learners, the independent strategy training is the strategy needed to be taught for the students to help them inferring words in a context as well as support the learners to master the vocabulary.

Campillo offers an additional perspective on vocabulary teaching methods, stating that there are two main approaches that are frequently

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<sup>43</sup> Richards, J.C., and Renandya, W.A, (2002), Op. Cit, p. 256.

used.<sup>44</sup> They are traditional methods or teacher-centred approaches and techniques, and students-centred learning. These approaches are divided into three types, which are verbal techniques, visual techniques, and translation.

#### 1. Verbal

The teacher can give an example of the vocabulary by showing the students the definition, the synonym/antonym, by using scale or gradable items, by giving them illustrated situations, etc.

#### 2. Visual

In teaching vocabulary especially for the young learners, the visual techniques can be used to attract students' attention. Some gestures, face expressions, pictures and flashcards can be implemented in the teaching and learning process.

#### 3. Translation

The teacher can use translation from the target language to the mother tongue language if the students cannot understand the target language. But, the use of translation techniques should not be used too much in the class. Instead, the teacher can make a simple explanation in the target language.

### **D. The Review of Related Findings**

In this part, the researchers present a few studies that have been conducted by multiple researchers and are relevant to this study. There are three studies

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<sup>44</sup> Campillo, (1995). "Teaching and Learning Vocabulary: An Introduction for English Students", <https://dialnet.unirioja.es/descarga/articulo/2282507.pdf>. Accessed on March 6th 2019.

regarding gestures and they explain different aspects. The first aspect explains teaching strategies using gestures which was put forward by Sarra Harrath in her research entitled “Using Body Language as a Teaching Strategy for the Acquisition of Vocabulary Items”.<sup>45</sup> The experiment's and the questionnaire's results show that most middle school teachers employ this strategy because it significantly expands students' word repertoires.

The second aspect explains the effectiveness of using gestures which was put forward by Al-Morsy in her research entitled “Effectiveness of using body language strategy on facilitating communication and vocabulary for EFL learners”.<sup>46</sup> The study's findings include a number of important conclusions, the most significant of which is the value of employing various body language techniques in the classroom to assist students in quickly understanding vocabulary meanings without the need to translate into their native tongue and in becoming fluent speakers and communicators.

The third aspect explains collaborative learning using body language which was put forward by Ramndani in her research entitled “Comparative study on using body language and flahscard in teaching facial expression and action verbs of English vocabulary”<sup>47</sup> The findings of this study were that the use of flash cards and body language increased their vocabulary. then facial expressions and body language are useful for understanding verbs or actions in English.

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<sup>45</sup> Sarra Harrath, „Using Body Language as a Teaching Strategy for the Acquisition of Vocabulary Items“, 2016.

<sup>46</sup> Mennat Allah Ayman Mohammed Al-Morsy, „Effectiveness of Using Body Language Strategy on Facilitating Communication and Vocabulary for EFL Learners Shendi University Effectiveness of Using Body Language Strategy on Facilitating Communication and Vocabulary For“, March, 2021

<sup>47</sup> Fatmiati Ramdani, Faculty Of, and Teacher Training, „Comparative Study On Using Body Language And Flashcard In Teaching Facial Expression And Action Verbs Of English Vocabulary“, 2018.

Basically, this research has similarities with previous research related to teaching and body movement. The difference in this research lies in the aspects studied by the researcher. In this study, the researcher wanted to analyze the extent to which teacher gestures can facilitate students' vocabulary understanding and what types of gestures are used by English teachers at SMP N 1 Rejang Lebong.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter defines how to collect and analyze the data. The part is divided up into the following sections: study design type, research location, research topic, data collection technique, research instrument, and data analysis approach.

#### A. Kind of Research

This research used a mixed-methods approach. Mixed methods research will provide a more comprehensive understanding of the extent of influence teachers' gestures have on fresh students at the first grade level and most of them have never studied English in elementary school. Researchers can gain a deeper and more holistic understanding of the phenomenon under study about what types of gestures do the teacher use to help fresh students at the first grade level understand and interpret the meaning of English.<sup>48</sup> More than that, mixed-method research will increase the credibility of the research when findings from quantitative and qualitative methods support and complement each other, this increases the credibility and validity of the overall research findings.<sup>49</sup> This study adopted a mixed method design, modified explanatory sequential mixed methods design by Creswell & Plano Clark aiming to an analysis of teacher's gestures in English language teaching at SMP N 1 Rejang Lebong.

The researcher will give test and questionnaire to students to know what extant students' understanding of vocabulary through the teacher's gesture method

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<sup>48</sup> J.W.Creswel,2007. *Designing and Conducting Mixed Method Research*. California: Sage Publications, Inc.

<sup>49</sup> Bryman, A. (2006). Integrating quantitative and qualitative research: How is it done? *Qualitative Research*, 6(1), 97-113.



in teaching English. Students will be given a test and the results will be analyzed statistically using Regression Analysis. In addition, the students were asked to complete a test, which were analyzed using SPSS (Statistical Package for the Social Sciences) and content analysis. The study was conducted in the EFL junior high school context. and the test was given to fresh students at the first grade level, most of whom did not learn English in elementary school.

Furthermore the researcher also conducted an interview with a teacher who applied this gesture method in class to continue research on the influence of teacher gestures. Apart from that, the researcher also made observations to determine what types of gestures the teacher used in learning English

### **B. Place of the Research**

This research was be conducted in SMP N 1 Rejang Lebong. This school is located at Jl.basuki Rahmat, Dwi Tunggal, Kec. Curup, Kab. Rejang Lebong Prov. Bengkulu, Indonesia.

### **C. Subject of the Research**

This research combines quantitative and qualitative data, The researcher conducted pre-observations at school and one class of fresh students at the first grade level received a different method by the teacher. The teacher provides gesture assistance when teaching English only in that class because students from that class need other input besides verbal language because most of them have not studied English in elementary school. Therefore, all members of that class were the sample in this study and there were 34 students. So the selection of respondents for this research was carried out using total sampling. Total sampling

is a sampling technique by taking all members of the population as samples.<sup>50</sup> All the students of that class conducted the test and fill out the questionnaire. Furthermore, the researcher also conducted the interview with a teacher who used the gesture method in teaching English to fresh students at the first grade level.

#### **D. Techniques of Collecting The Data**

Data collection technique is used to collect data in accordance procedures for research in order to obtain the required data. According to Sugiyono, data collection technique is the most strategic step in the study, because the main goal of the research is collecting data.<sup>51</sup> In this research there were fourth techniques to collect the data, they are test, questionnaire, interview and observation.

##### 1) Test

The test in this study was carried out twice. The first is when fresh students have just entered the learning material and the second test is carried out after the learning material has been given. This test was carried out on 34 fresh students at first grade level. The first test will be carried out on 2 October 2023 and the final test will be carried out on 29 December 2023.

Test is a method that can be used or a procedure that needs to be taken in the context of measurement and assessment in the field of education, which takes the form of giving assignments or a series of tasks in the form of questions that must be answered, or commands that must be carried out by students, so that on the basis of data obtained from the

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<sup>50</sup> Sugiyono, Metode penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D, (Bandung: Alfabeta, 2013), p.199

<sup>51</sup> Sugiyono, Metode penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D, (Bandung: Alfabeta, 2013), p.137

results of these measurements, a value can be produced that symbolizes the student's behavior or achievement which can be compared with the values achieved by other students or compared with certain standard values.<sup>52</sup> Data collection will be carried out directly from class VII i students at school.

## 2) Questionnaire

According to Suharsimi Arikunto stated that questionnaire is a list of questions that must be filled in by the subjects being measured (respondents). In this study, researchers conduct a survey by distributing closed form questionnaires where the questions listed have been adjusted by the researcher using a Likert scale, with levels determined by the respondent their agreement with the preferred statement to be measured statements that approach aspects. Meanwhile, a less pleasant question in the form of statements that deviate from predetermined aspects. The questionnaires were given to all students sampled in this study.

## 3) Interview

Interview is a process oral interviewer between two persons or more that face to face to get direct information.<sup>53</sup> There are several different kinds of interviews, such as unstructured, semi-structured, and structured ones.<sup>54</sup> The type of interview that used is a structured interview. In a structured interview, the researcher has a pre-prepared list of questions as a guide. Before conducting the interview, the researcher was

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<sup>52</sup> Sudijono, Anas. 2011. *Evaluasi Pendidikan*. Jakarta; Raja Grafindo Persada.

<sup>53</sup> Sugiyono, *Metode penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2013), p.199

<sup>54</sup> Ahmad Nizar, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, PTK, Dan Penelitian Pengembangan* (Bandung: Cipta Pustaka Media, 2016).

prepare an interview guide containing a list of main questions and topics to be explored. The interview were conducted face-to-face and recorded using a voice recorder (with the participant's permission) to ensure the accuracy and completeness of the data. In this study, the researcher conducted an interview with an English teacher for first year students at SMP N 1 Rejang Lebong.

Interviews were conducted face-to-face and recorded using a voice recording device (with participant permission) to ensure data accuracy and completeness. Once the interview is complete, the researcher transcribe verbatim (word for word) the audio recording to facilitate data analysis. Interview transcripts were be the main data analyzed to identify themes and patterns that emerge from participants' experiences.

#### 4) Observation

Observation was data collection tool that is carried out by observing and recording the systematic symptoms observed. Observable data can be in the form of gestures, behavior, action and overall interaction between people. The type of observation used is non-participant observation, where the researcher is not directly involved in the activity or situation being observed. Researchers act as external observers who record and record information objectively without participating in ongoing activities.

Observations were carried out systematically and structured using previously prepared observation guidelines. The observation guide contains a list of aspects or behaviors to be observed, as well as space for

recording descriptive field notes. Observations were carried out within a certain time period and in situations or activities that are relevant to the research objectives. In this study, observations were carried out three times at different times, the first observation was carried out on 10 October 2023, the second observation were carried out on 12 October 2023 and the third observation were carried out on 16 October 2023.

During the observation process, researchers used various techniques to record data, such as taking written notes, recording audio or video (if permitted), and taking necessary photos or drawings. Complete and detailed field notes were taken to document every important detail observed. This research used observation data collecting technique to get data about types of gesture the teachers used in teaching vocabulary and how they used them. The indicators for the observation were taken from theory Edward Hall. There are: Facial expressions, gestures, posture, touch, and eye contact.

### **E. Research Instruments**

The instrument is a tools used to collect the data or information required.<sup>55</sup> The research instrument was a valuable tool for researchers in collecting the data. In this research, the researcher used two research instruments. Firstly, for gathering the quantitative data, the researcher used test as the research instrument. Moreover, for gathering the qualitative data, the researcher observed and interviewed the respondents.

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<sup>55</sup> Nurul Zuriah, *Metodologi Penelitian Sosial dan Pendidikan*, Bandung: Alfabeta, 1995, p. 126-130.

1) Test

The first research instrument is a test which aims to find out how far the teacher's gestures influence students' vocabulary mastery. Test was carried out to see the baseline and development of fresh students at first grade level. The test is in the form of vocabulary consisting of 8 command words and 11 command sentences.

The first test is intended to determine fresh students' basic knowledge of English vocabulary while the second-test is intended to find out students' vocabulary improvement after treatment is given. This test was adapted from research conducted by: Khusniyati, A. F, in title “The effect of total physical response method assisted by flash cards on early childhood English listening skills and vocabulary mastery, Unpublished master's thesis/doctoral dissertation, Semarang State University”.

Before distributed it to all students, the researcher validated the questions of the test to the expert validation. The expert is the lecturer of English Study Program at IAIN Curup.

Table 1

**Blueprint for the test**

<b>No</b>	<b>Indicators</b>	<b>Subindicators</b>	<b>Rated aspect</b>	<b>Yes</b>	<b>No</b>	<b>Descriptions</b>
1	Carry out/ demonstrate that movement ordered by the teacher	Children are capable of demonstrating that movement ordered by the teacher	<i>Listen to me and do what I say!</i>			
			1) Jump!			
			2) Run!			
			3) Stop!			
			4) Stand up!			
			5) Turn around!			
			6) Sit down!			
7) Squat down!						

			8) Walk!			
2	Respond some instructions simple in English ordered by Teacher	Children are capable of carrying out the teacher's orders In English	<i>Listen to me and do what I say!</i> 9) Run to the door!			
			10) Jump to the chair!			
			11) Walk to the table!			
			12) Pick up the pencil!			
			13) Put down the book!			
		Children are capable of carrying out the teacher's orders simultaneously	<i>Listen to me and do what I say!</i> 14) Run to the table and pick up the book!			
			15) Pick up the pencil and walk to the window!			
			16) Jump to the table, put down the paper, and sit on the chair!			
		Children are capable of carrying out the teacher's orders simultaneously	<i>Listen to me and do what I say!</i> 17) Pick up the paper and pencil and put them on the chair!			
			18) Jump to the chair and put down the book!			
			19) Walk to the door, pick up the pencil, put it on the table, and sit on the chair!			
SCORE						

## 2) Questionnaire

The researcher also gave a questionnaire to find out the student's perceptions about the teacher's gestures in learning English. For measurements on the questionnaire, researchers using a Likert scale. Sugiyono explains this The Likert scale is used to measure attitudes, opinions and perceptions someone regarding a phenomenon or social variable that is occurring researched. Eko Putrowidyoko also explains that with Likert scale, then the variables measured are then clarified as: variable indicators. after the variable indicators are compiled later used as a benchmark for compiling instrument items in the form of questions or statements that must be answered by the respondent.

**Table 2 Likert Scale Score**

Scores for scale questions

Answer	Favorable	Unfavorable
Strongly agree	4	1
Agree	3	2
Don't agree	2	3
Strongly Disagree	1	4

This questionnaire was adapted from research conducted by: Sime, D. (2008). "Because of her gesture, it'll stick in your mind forever": Teachers' Gestures as Scaffolds in Classroom Teaching and Learning. *The Australian Educational Researcher*, 35(2), 1-18.

The questionnaire contains 10 statements with a likert scale that explores students' perceptions about the influence of the teacher's use of gestures in helping understand new vocabulary. These statements include ease of understanding meaning, memory, effectiveness, attractiveness, and



student involvement in learning vocabulary with the teacher's body movements.

Tabel 3

**BluePrint of questionnaire**

No	Statements	SA	A	DA	SD
1	I understand the meaning of new words more easily when the teacher uses hand/body movements				
2	The gestures (hand/body movements) used by the teacher help me remember new vocabulary better				
3	I feel the teacher's gestures are less effective in clarifying the meaning of new vocabulary				
4	I am more interested in paying attention to the teacher's explanation when accompanied by gestures				
5	The teacher's gestures often made me confused in understanding the meaning of new vocabulary				
6	The teacher's use of gestures makes the explanation more lively and interesting				
7	I felt the teacher's gesture was excessive and unnecessary				
8	The teacher's gestures helped me engage more actively in the vocabulary learning process				
9	I prefer if the teacher only explains verbally without using gestures				
10	Overall, the teacher's gestures really helped me in understanding new vocabulary				

3) Interview Guidance

Interview guideline was a list of question in interview. The researcher conducted an interview with a teacher who applied this gesture method in class to continue research on the influence of teacher gestures. The instrument of this research was structure interview. This instruments research was developed based on indicators that refer to each influencing factor teacher's gestures in teaching english. The indicators adopted from Edward Hall theory:

Table 4

## Interview Guidance

No	Indicators	Subindicators	Questions	Descriptions
1	Facial expressions	Serious, Disappointed, Laugh, Anger, Disgust, Smile	1) Do you use <i>Facial expressions</i> while teaching English?	
			2) What <i>Facial expressions</i> do you use?	
			3) How do you use <i>Facial expressions</i> and To what extent <i>facial expressions</i> can facilitate students' understanding?	
			4) Do you find any difficulties in use <i>Facial expressions</i> ? What are them?	
2	Posture	Walking, standing, and sitting	1) Do you use <i>Posture</i> while teaching English?	
			2) What <i>Posture</i> do you use?	
			3) How do you use <i>Posture</i> ? and To what extent <i>posture</i> can facilitate students' understanding?	
			4) Do you find any difficulties in use <i>Posture</i> ? What are them?	
3	Gesture	Illustrators, regulators, emblems, affect display	1) Do you use <i>Gesture</i> while teaching English?	
			2) What <i>Gesture</i> do you use?	
			3) How do you use <i>Gesture</i> and To what extent <i>gesture</i> can facilitate students' understanding?	
			4) Do you find any difficulties in use <i>Gesture</i> ? What are them?	
4	Touch	Hand shaking, hand movement.	1) Do you use <i>Touch</i> while teaching English?	
			2) What <i>Touch</i> do you use?	
			3) How do you use <i>Touch</i> and To what extent <i>touch</i> can facilitate students' understanding?	

			4) Do you find any difficulties in use <i>Touch</i> ? What are them?	
5	Eye contact	Close eyes, open eyes, direction and eye movement.	1) Do you use <i>Eye contact</i> while teaching English?	
			2) What <i>Eye contact</i> do you use?	
			3) How do you use <i>Eye contact</i> and To what extent <i>eye contact</i> can facilitate students' understanding?	
			4) Do you find any difficulties in use <i>Eye contact</i> ? What are them?	

#### 4) Observation Checklist

This instrument was aimed to obtain the data through the teaching-learning process. The observation is held in order to get the data about types of teacher's gestures in teaching English at SMP N 1 Rejang Lebong. The steps observation to know the dominant types of teacher gestures they are: a) The researcher asked permission to the teacher to do observation, and the researcher did observation in the classroom with recording teaching and learning process in classes for local VII I first grade of at SMP N 1 Rejang Lebong. It was to identify the types and dominant type of teacher gestures. It is useful to get the data about type of teachers' gestures in the classroom. The indicators adopted from Edward Hall theory:

Table 5

#### Blueprint of Observation Checklist

No	Indicators	Subindicators	Yes	No	
1	Facial expressions	Serious, Disappointed, Laugh, Angry, Disgust,	1) Serious		
			2) Disgust		
			3) Angry		
			4) Disappointed		
			5) Laugh		

		Smile	6) Smile		
2	Posture	Walking, standing, and sitting	1) Sitting 2) Standing 3) Walking		
3	Gesture	Illustrators, regulators, emblems, affect display	1) Illustrators 2) Regulators 3) Emblems 4) Affect display		
4	Touch	Hand shaking, hand movement.	1) Hand movement 2) Hand shaking		
5	Eye contact	Close eyes, open eyes, direction and eye movement.	1) Close eyes 2) Open eyes 3) Direction 4) Eye movement.		

## F. Technique of Data Analysis

### 1. The Data from Test

Test to assess the participants' of English using the teacher's gestures method in class, the vocabulary mastery test scores were analyzed statistically through regression analysis. Regression analysis was applied to examine the effect of using teacher gestures on students' vocabulary mastery. The mean scores and standard deviations of the tests were calculated using regression analysis. Item tests were analyzed using SPSS to determine the extent of student vocabulary mastery by using the teacher's gesture method to facilitate students in English lessons in class, the steps in this test are as follows :

#### a. Validity test

The validation test in this research was processed using SPSS Statistics Version 21. The validity test is used to measure whether a questionnaire is valid or not with a total score at a significance level of 5% and a sample size of 34 people.

Table 6

**Validity Test Results**

<b>Statement Items</b>	<b>Person Correlation</b>	<b>r<sub>table</sub> (Taraf Signifikansi 5%)</b>	<b>Desc</b>
X1	0,471	0,339	Valid
X2	0,471		Valid
X3	0,590		Valid
X4	0,675		Valid
X5	0,016		Invalid
X6	0,483		Valid
X7	0,532		Valid
X8	0,102		Invalid
X9	0,590	0,339	Valid
X10	0,626		Valid
X11	0,616		Valid
X12	0,607		Valid
X13	0,571		Valid
X14	0,700		Valid
X15	0,612		Valid
X16	0,529		Valid
X17	0,088		Invalid
X18	0,088		Invalid
X19	0,104		Invalid

Based on the results of the Validity test above that the validity coefficient  $r_{count} > r_{table}$  and the validity test results can be declared valid and this research can be continued.

b. Reliability Test

In the reliability test, all valid items will be included, while invalid items will not be included in the reliability test. Reliability measurement can be done using the Cronbach alpha ( $\alpha$ ) statistical test.<sup>56</sup>

<sup>56</sup> Utami, Laurensia Kinanthi Rosa. 2017. "Pengaruh Partisipasi Penyusunan Anggaran Terhadap Kinerja Manajerial Dengan Komitmen Organisasi Sebagai Variabel Pemoderasi Studi Kasus Di Empat Cabang Hotel Santika." 53(9):1689–99.

Table 7

**Reliability Statistics**

<i>Cronbach's Alpha</i>	<i>N of Items</i>
.743	19

Based on the results of the Reliability test above that the alpha ( $\alpha$ ) of 0.743 is greater than 0.60, so the reliability test results can be declared reliable.

c. Normality test

Normality test, is a statistical procedure used to determine whether a data set follows a normal distribution or not.<sup>57</sup> Normality test used is Komolgorov-Smirnov with levels The significance used is 5%.

Table 8

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		34
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	1.42284194
Most Extreme Differences	Absolute Positive	.084
	Negative	-.073
		-.084
Kolmogorov-Smirnov Z		.492
Asymp. Sig. (2-tailed)		.969

Based on the results of the normality test above, it is known that the significance value is  $0.969 > 0.05$ , so it can be concluded that the residual value is normally distributed

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<sup>57</sup> Ghozali, I. (2016). Aplikasi Analisis Multivariate dengan Program IBM SPSS 23 (8th ed.). Badan Penerbit Universitas Diponegoro.

d. Linearity Test

Linearity shows the consistency of the influence of the independent variable on the dependent variable. If it is not linear then the prediction will give invalid or biased results.<sup>58</sup> This test is used as a prerequisite in correlation analysis or linear regression. Linearity test using SPSS 21 assistance using the Test For linearity on significance level 0.05.

Tabel 9  
Anova Tabel

			Sum of Squares	Df	Mean Square	F	Sig.
Vocabulary * Gestures	Between Groups	(Combined)	396.180	9	44.020	23.712	,000
		Linearity	373.927	1	373.927	201.417	,000
		Deviation from Linearity	22.252	8	2.782	1.498	0,210
	Within Groups		44.556	24	1.856		
	Total		440.735	33			

Based on the results of the linearity test above It is known that the significance value is  $0.210 > 0.05$ . So it can be concluded that there is a significant linear relationship between teacher gestures and student vocabulary mastery.

e. Simple Regression Analysis Test

The data analysis method in this research is using a simple linear regression method. Simple Regression Analysis Test is a process in statistics that aims to test whether the relationship between two variables is linear or not. This is a hypothesis test

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<sup>58</sup> Widhiarso, W. (2010). Uji Linearitas Hubungan. Fakultas Psikologi UGM.

used to determine whether the relationship between the independent variable and the dependent variable can be explained by a linear model or not.<sup>59</sup>

## 2. Data from questionnaire

Researchers used descriptive analysis to analyze the data collected by presenting existing data without creating it conclusion. The results of descriptive analysis are in the form of accumulated basic data descriptive form. To determine the level of influence of the teacher's body movements in facilitating students' vocabulary understanding, they will be classified based on the following formula:

Table 10

### Categorization Formula

Category	Formula
High	$X > (\mu + 1,0 \sigma)$
Currently	$(\mu - 1, \sigma) \leq X \leq (\mu + 1,0 \sigma)$
Low	$(\mu - 1,0 \sigma) \leq X$

Meanwhile, the mean formula according to Sutrisno Hadi in

Muqim is as follows:

$$\text{Mean} = \frac{\sum fx}{n}$$

Information:

$\Sigma$ : The number of values that have been multiplied by their respective frequencies

N: Number of subjects

And the Deviation formula is:

$$SD = \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2}$$

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<sup>59</sup> Montgomery, D. C., Peck, E. A., & Vining, G. G. (2012). Introduction to linear regression analysis. John Wiley & Sons.



After knowing the mean price and SD (Standard Deviation), next The percentage calculation for each level is carried out using the formula:

$$P = \frac{FN}{N} \times 100$$

Information:

F : Frequency

N: Number of subjects

### 3. Data from interview and observations

After the data from test and questionnaire was analyzed and described, then the researcher conducted the interview to confirm validity of the results from the regression analysis. The Interview data analyzed using content analysis by Miles & Huberman.<sup>60</sup> The researcher analyzed this research by using three steps. They were reducing the data, preparing the data, and concluding and verifying of the data.<sup>61</sup>

#### a. Reducing the data

Reducing data means summarizing, sharpening, classifying, directing, removing unnecessary, and organizing raw data obtained from the field. Data reduction activities aim to make it easier for researchers to draw conclusions from the data that has been collected.

#### b. Presentation the data

Data display refers to the process of organizing and presenting data that has been reduced or filtered in a form that is

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<sup>60</sup>Miles and huberman (1994) in Lin, C.-J., & Hwang, G.-J. (2018). *A learning analytics approach to investigating factors affecting EFL students' oral performance in a flipped classroom*. *Journal of Educational Technology & Society*, 21(2), Pg 205-219.

<sup>61</sup> Ahmad Nizar, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, PTK, dan Penelitian Pengembangan* (Bandung: Cipta Pustaka Media, 2016).

easy to understand and interpret. Presentation of data aims to help researchers see the overall picture or certain parts of the research so they can draw conclusions and plan further actions.

c. Conclusion and verification of the data

Conclusions and verification are the third steps in the study of qualitative descriptive data. Firsts The findings are still preliminary, and they could be modified if more data gathering stages yield weaker evidence to contradict them. Nonetheless, the results presented can be relied upon if the audience presents the first step and it is backed by reliable and consistent data when researchers go back to the field to gather information.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

In this chapter, the researcher describes findings and discussions of research. The research was conducted to find out the research questions. In this research, the researcher focused on two research questions "To what extent can the teacher's gestures facilitate student's vocabulary mastery? And What types of gestures do the teachers used to assist student's vocabulary mastery?". The explanation of data findings and discussion are follow:

#### **A. Findings**

In this part, the researcher presented all the data found and analysis. Because this research uses mixed methods explanatory design, the order of presenting the findings is preceded by quantitative data then followed by qualitative data. The researcher presented the finding from the test, questionnaire, observations and interview that distributed 34 fresh students at first grade level and a teacher of SMP N 1 Rejang Lebong.

#### **1. The Extent To Which Teacher's Gestures Facilitate Student's Vocabulary Mastery**

The first objective of this research was aim to know what extent can the teacher's gestures facilitate student's vocabulary mastery, the researcher distributed the test, questionnaire and interview and analyzed the students' at SMP N 1 Rejang Lebong especially fresh students at first grade level and most of them have never studied English in elementary school.

a. Quantitative Data

1) Data From Test

To find out to what extent the teacher's gestures can facilitate students' vocabulary mastery, the researcher carried out a simple linear regression analysis test to test the influence of teacher's gesture on the student's vocabulary mastery. As explained in the table below:

Table 11

**Simple Linear Regression Analysis Test Results**

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	373.927	1	373.927	179.106	.000 <sup>b</sup>
	Residual	66.808	32	2.088		
	Total	440.735	33			

Based on the results of the Simple Linear Regression Test above if the calculated F value = 179.106 with a significance level of  $0.000 < 0.05$ , then the regression model can be used to predict the participation variable or in other words there is an influence of the teacher gesture on the student's vocabulary mastery, this certainly proves that teacher gestures can facilitate students' vocabulary mastery.

Then the researcher wanted to know what percentage of teacher gestures can facilitate students' vocabulary mastery, so the researcher presented it with the following table :

Table 12

**Coefficient of Determination Test Results**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

1	.921 <sup>a</sup>	.848	.844	1.445
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Based on the summary model table of the simple linear regression test above, it can be explained that the correlation value (R) is 0.921. From the output, the coefficient of determination (R square) is 0.848, which means that the influence of the independent variable (teacher gestures in teaching English) on the dependent variable (student vocabulary mastery) is 84,8%. This indicates that the teacher's gestures have a big influence on the understanding of vocabulary and phrases of fresh students at first grade level and most of them have never studied English in elementary school.

## 2) Data From Questionnaire

Furthermore, to verify the results of the previous regression analysis, the researcher also explained the results of the questionnaire data given to students.

Table 13

### Results of the Questionnaire

No	Statements	Total (%)
1	the teacher's gestures facilitate to understand the meaning of new words	77,21%
2	the teacher's gestures facilitate to memorize vocabulary	80,14%
3	the teacher's gestures effective in clarifying the meaning of new vocabulary	77,94%
4	the teacher's gestures make explanations more interesting	79,41%
5	the teacher's gestures eliminate ambiguity in understanding new vocabulary	76,47%
6	the teacher's gestures makes the explanation more enjoyable	72,05%
7	the teacher's gesture was not excessive and necessary	82,35%
8	the teacher's gestures facilitate students become more active in the learning process	78,67%
9	the teacher's use of gestures is more attractive to students	77,20%
10	the teacher's gestures can facilitate student's vocabulary mastery	76,47%

<b>Average</b>	<b>77%</b>
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Based on the table above, it can be seen that 77.21% of students can understand the meaning of new words more easily when the teacher uses hand/body movements, 80,14% of students feel the gestures used by the teacher help them remember new vocabulary better, For statement number three, it can be seen that 77,94% the teacher's gestures are effective in clarifying the meaning of new vocabulary. Then 79,41% of students feel more interested in paying attention to the teacher's explanation when accompanied by gestures. Next in statement number five, it can be seen that 76,47% the teacher's gestures made students understand the meaning of new vocabulary. Next 72,05% of students feel the teacher's gestures makes the explanation more lively and interesting, and 82,35% the teacher's gesture was not excessive and necessary. Next 78,67% of students feel the teacher's gestures helped students engage more actively in the vocabulary learning process, in statement number nine, it can be seen that 77,20% of students prefer the teacher explains using gestures and the last 76,47% of students feel the teacher's gestures really helped students in understanding vocabulary.

### 3) Data From Interview

<b>No</b>	<b>Types</b>	<b>Representations</b>	<b>Form</b>
1	Facial expression	To what extent <i>facial expressions</i> can facilitate students' understanding?	students can directly understand the situation that is happening even though the teacher speaks in a language they don't

			understand
2	Posture	To what extent <i>posture</i> can facilitate students' understanding?	students will be able to directly understand the instructions that convey, even if it is in a language that they did not understand before
3	Gesture	To what extent <i>gestures</i> can facilitate students' understanding?	it will be able to encourage students' ability to understand sentences in English for beginner English language learners.
4	Touch	To what extent <i>touch</i> can facilitate students' understanding?	students will be able to understand the lesson material that the teacher explain
5	Eye Contact	To what extent <i>eye contact</i> can facilitate students' understanding?	it can help build a strong emotional connection between two individuals.

The researcher also conducted an interview with a teacher and the results were that according to the teacher, giving gestures could facilitate students' vocabulary mastery because students would be able to immediately understand the instructions the teacher convey even in a language they did not previously understand, students would also be able

to understand the lesson material explained by the teacher. Complete data for the interview results have been attached in the appendix.

## **2. Types of Gestures the Teacher Used to Assist Student's Vocabulary Mastery**

In this part, the researcher previously conducted the research to gain the data of the types of gestures to assist student's vocabulary mastery. The researcher conducted questionnaire, observation and interview with a teacher at SMP N 1 Rejang Lebong.

### **a. Quantitative Data**

#### **1) Data From Questionnaire**

Based on the results of questionnaire, there are 5 types with 14 sub-indicators of gestures used by teachers to assist student's vocabulary mastery, which will be detailed below :

<b>No</b>	<b>Types</b>	<b>Representations</b>	<b>Form</b>
1.	Facial expression	Smile, Serious, Angry, Laugh	These types of gestures are used by teachers
		Disappointed, Disgust	These types of gestures are not used by teachers
2.	Posture	Walking, Standing, Sitting	These types of gestures are used by teachers
3.	Gesture	Illustrators, Regulators	These types of gestures are used by teachers
		Emblems, Affect Display	These types of gestures are not used by teachers



4.	Touch	Hand Movement, Hand Shaking	These types of gestures are used by teachers
5	Eye Contact	open eyes, close eyes and eye movement	These types of gestures are used by teachers
		Direction	These types of gestures are not used by teachers

The researcher provided 19 statements that were used to find out what types of gestures teachers use to assist students' vocabulary mastery, especially for fresh students at first grade level at SMP N 1 Rejang Lebong.

Based on the results of a questionnaire with a total of 19 statements, 14 answers were found "yes" which was interpreted as the type of gesture used by the teacher and 5 answers "no" which was interpreted as the type of gesture which the teacher did not use to assist student's vocabulary mastery. Then, 14 answers "yes" in the questionnaire are included in the sub-indicator of smile, serious, angry, laugh, walking, standing, sitting, illustrators, regulators, hand movement, hand shaking, open eyes, close eyes and eye movement. Besides that, 5 answers "No" in the the questionnaire are included in the sub-indicator of disappointed , disgust, emblems, affect display, and direction.

#### b. Qualitative Data

##### 2) Data From Observation

Based on the results of observations and interview, there are 5 types with 14 sub-indicators of gestures used by teachers to assist student's vocabulary mastery, which will be detailed below :

No	Types	Representations	Form
1	Facial expression	1. Angry	Sharp eye, furrowed eyebrows, and hard lip line.
		2. Smile	Narrowed eyes, raised cheeks, and smile line.
		3. Serious	Neutral expression, no smile or strong emotional expression, and focus.
		4. Laugh	Open mouth showing teeth and gums, strongly raised cheeks.
2	Posture	5. Walking	Stepped foot, oppositely moving arms, and straight back.
		6. Standing	Feet stand shoulder-width apart, straight back, and head upright.
		7. Sitting	Back leaning against the chair, hands are on the table, and knee angle 90 degrees.
3	Gesture	8. Illustrators	The arm swings to the side or rotates the wrist, fingers depict shapes or patterns in the air, and finger raised to indicate amount.
		9. Regulators	Nod head, calm head, and tapping the table with

			fingers.
4	Touch	10. Hand movement	Make pressing movements with the palms of the hands, pointing in a certain direction.
		11. Hand shaking	Holding hand, and patted the shoulder.
5	Eye Contact	12. Close Eyes	The eyes closed for a moment and opened again.
		13. Open Eyes	The ayes looking forward, looking at all the students and looking at the whiteboard.
		14. Eye Movement	The eyes move to follow a certain direction or object

### 3) Data From Interview

The results of this observation were also confirmed by the results of interviews conducted by researchers with an English teacher who said that in the teaching process, teachers use facial expressions, posture, gesture, touch, and eye contact.

The first type of gesture, namely facial expressions and items These are serious, angry, laugh and smile. The second type of gesture, namely posture and items These are walking, standing and sitting. The third type of gesture, namely gesture and items These are illustrators and regulators. The fourth type of gesture, namely touch and items These are hand shaking, hand movement. The fifth type of gesture, namely eye contact and items These are close eyes, open eyes, and eye movement.

Based on the data taken from test, questionnaire and also interview it can be concluded that the teacher's gesture give a significant influence

towards students understanding of the vocabulary, this certainly proven that teacher gestures can facilitate students' vocabulary mastery.

## **B. Discussion**

In this section researcher discussed several things regarding the findings of this research. Because this research uses mixed methods explanatory design, the order of presenting the discussion is preceded by quantitative data then followed by qualitative data. The researcher presented the discussion from the test, questionnaire, observations and interview that distributed 34 fresh students at first grade level and a teacher of SMP N 1 Rejang Lebong.

### **1. The Extent To Which Teacher's Gestures Facilitate Student's Vocabulary Mastery**

Based on the results of the Simple Linear Regression Test there is an influence of the teacher's gesture on the student's vocabulary mastery variable. This is align with Sarra Harrath study of using gesture as a teaching strategy for acquisition of vocabulary items.<sup>62</sup> In other word this finding implies that the expansion of students' word repertoires in Sarra's study is supported by this finding.

Based on the summary model table of the simple linear regression test which means that the influence of teacher's gestures on the student's vocabulary mastery is 84,8%. This indicates that teacher's gesture can facilitate students' vocabulary mastery especially fresh students at first grade level and most of them have never studied English in elementary school. This finding supported Al-Morsy's study which he stated that there

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<sup>62</sup> Sarra Harrath, „Using Body Language as a Teaching Strategy for the Acquisition of Vocabulary Items“, 2016

are values of employing various body language technique in the classroom to assist student in quickly vocabulary meanings.<sup>63</sup> In other word the value that Morsy's imply in his study is 84,8%.

Based on the results of the questionnaire with a percentage value of 77%, it shows that the teacher's gestures have an influence in facilitating students' vocabulary mastery, the most dominant is the statement that students feel that the teacher's gestures are necessary and students feel that they are necessary. they are necessary. Using teacher gestures can help students remember new vocabulary better. These finding align with the study from Martha and Mitchell that teachers who were teaching by using hand gestures to be able to emphasize student understanding.<sup>64</sup>

Furthermore, according to the teacher, based on the results of the interview, giving gestures could facilitate students' vocabulary mastery because students would be able to immediately understand the instructions the teacher convey even in a language they did not previously understand. Students would also be able to understand the lesson material explained by the teacher. These finding align with Morsy's study that teacher's gesture assisted student's vocabulary understanding. These finding also align with

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<sup>63</sup> Mennat Allah Ayman Mohammed Al-Morsy, „Effectiveness of Using Body Language Strategy on Facilitating Communication and Vocabulary for EFL Learners Shendi University Effectiveness of Using Body Language Strategy on Facilitating Communication and Vocabulary For“, March, 2021

<sup>64</sup> Martha W. Alibali and Mitchell J. Nathan, ‘Teachers’ Gestures as a Means of Scaffolding Students’ Understanding: Evidence From an Early Algebra Lesson’, *Video Research in the Learning Sciences*, 2014, 349–65 <<https://doi.org/10.4324/9780203877258-30>>.

Ramdani's study which stated that body language increased their english vocabulary especially in verbs or actions words.<sup>65</sup>

## **2. Types of Gestures the Teacher's Used to Assist Student's Vocabulary Mastery**

The researcher also analyzed the types of gesture that teacher used to assist student's vocabulary mastery. The indicators adopted from Edward Hall theory. The indicators consisted of facial expression, posture, gesture, touch, and eye contact. The researcher found out all types of teachers's gesture, there were five types. Based on the research findings, the researcher found that teachers used facial expression, posture, gesture, touch and eye contact in teaching and learning vocabulary. Because, it made the teachers easier to made students understood about the materials and to made the teachers easier to communicate with students. When teachers used gesture, teacher must explain the materials clearly and do monitor to control them to active in class. Teacher must be asked the students some questions to know the students have understood or not about the materials the teachers conveyed. The first, this results of this research was same with the result by Sarra Harrath. She discussed about using body language as a teaching strategy for the acquisition of vocabulary items. The results was the experimental treatment involves

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<sup>65</sup> Fatmiati Ramdani, Faculty Of, and Teacher Training, „Comparative Study On Using Body Language And Flashcard In Teaching Facial Expression And Action Verbs Of English Vocabulary“, 2018.

teaching learners vocabulary throughout the implementation of body languages (gesture, eye contact, facial expression, and body movement).<sup>66</sup>

Teachers need to actively employ gesture. For example, they should walk about the classroom, explain the lesson with her hands, use her entire body, and ask the kids whether they understand what they are supposed to do. It can be difficult for teachers to keep their students using English in the classroom since occasionally, kids do grasp what their teachers are saying. Sometimes students find studying boring since they struggle with the English language and get tired while they are learning.

In conclusion, based on the discussion above, it can be concluded that the teachers used gesture on student's vocabulary mastery as directly at the time and the types of the teachers's gesture on student's vocabulary mastery that the English teacher used facial expression, gesture, posture, touch, and eye contact to teach English vocabulary in SMP N 1 Rejang Lebong.

The teacher were not keep silent about the students' English, but the teacher changed by perfect it by using the teachers's gesture, the teacher has known how to uses the right gesture when the students did not understand the materials. In short, the teacher has known about the types of teachers's gesture and when to use it in appropriately.

The researcher determined the different sorts of teaching gestures based on the data findings. When teaching vocabulary, the English teacher primarily employed direct gestures. According to the interview, the

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<sup>66</sup> Sarra Harrath, „Using Body Language as a Teaching Strategy for the Acquisition of Vocabulary Items“, 2016

teacher used gestures because the students were always having trouble understanding the material. By using gestures, the teacher helped the students recognize their mistakes in vocabulary instruction and helped them develop their vocabulary skills so they could teach vocabulary more effectively the next time.

Teacher used gesture directly in order to make the students more realize and revise with their vocabulary mistakes. They also said that in using gesture, sometimes when students tried to revise their mistakes the students need to took several times to repeat the incorrect word because they said completely is not necessarily true. For the types of gesture that used by the English teacher were the teacher mostly used all types of gesture in Edward Hall theory in corrected the student's utterance in teaching vocabulary.



## CHAPTER V

### CONCLUSION

#### A. Conclusion

This section presents conclusions based on the research findings and discussion are described previously. From the findings and the discussion previously mentioned can be explained into several points such as:

1. The researcher found a significant influence between teacher gestures on students' vocabulary mastery and the effect reached 84.8%, this certainly proves that teacher gestures can facilitate students' vocabulary mastery. Based on the results of the questionnaire with a percentage value of 77%, it shows that the teacher's gestures have an influence in facilitating students' vocabulary mastery.
2. The researcher found five types of the gesture, the gesture was repeatedly employed in teaching class. In fact the teachers use some gesture to teach their students which varied from facial expression, gestures, postures, touch and eye contact.

#### B. Suggestion

Based on the research results mentioned previously, this expectably brings several recommendation including:

Firstly, teachers should practice more in using appropriate gestures in the classroom environment, especially when teaching new first-year students who have never studied English before because gestures are very

helpful in understanding new vocabulary and make interactions between teachers and students much more interesting and clear.

The second, the researcher hope this research contributes as an additional reference, to improve in research topic more detail for the next researchers, which discuss the similar area to this research and will give advantages for the reader and to the new research.

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## APPENDIX 1

### The Result of Questionnaire to Students

No	Statements	SA	A	DA	SD	Total (%)
1	I understand the meaning of new words more easily when the teacher uses hand/body movements	3	31	-	-	77,21%
2	The gestures (hand/body movements) used by the teacher help me remember new vocabulary better	7	27	-	-	80,14%
3	I feel the teacher's gestures are less effective in clarifying the meaning of new vocabulary	-	-	30	4	77,94%
4	I am more interested in paying attention to the teacher's explanation when accompanied by gestures	6	28	-	-	79,41%
5	The teacher's gestures often made me confused in understanding the meaning of new vocabulary	-	-	32	2	76,47%
6	The teacher's use of gestures makes the explanation more lively and interesting	-	30	4	-	72,05%
7	I felt the teacher's gesture was excessive and unnecessary	-	-	24	10	82,35%
8	The teacher's gestures helped me engage more actively in the vocabulary learning process	5	29	-	-	78,67%
9	I prefer if the teacher only explains verbally without using gestures	-	-	31	3	77,20%
10	Overall, the teacher's gestures really helped me in understanding new vocabulary	2	32	-	-	76,47%
<b>Average</b>		<b>77%</b>				

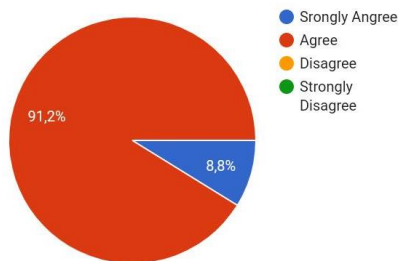
## APPENDIX 2

### Questionnaire Diagram to Students about an Analysis of Teacher's Gesture in Facilitating Student's Vocabulary Mastery at SMP N 1 Rejang Lebong

1.

I understand the meaning of new words more easily when the teacher uses hand/body movements (Saya lebih mudah memahami arti kata baru ketika guru menggunakan gerakan tangan/tubuh)

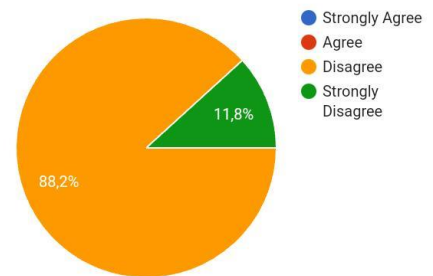
34 jawaban



3.

I feel the teacher's gestures are less effective in clarifying the meaning of new vocabulary (Saya merasa gestur guru kurang efektif dalam memperjelas arti kosakata baru)

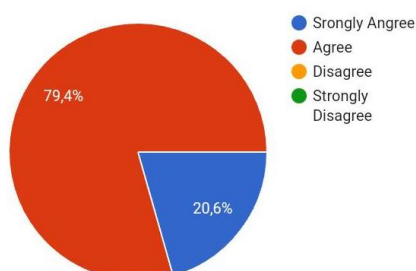
34 jawaban



2.

The gestures (hand/body movements) used by the teacher help me remember new vocabulary better (Gestur (gerakan tangan/tubuh) yang digunakan guru membantu saya mengingat kosakata baru dengan lebih baik)

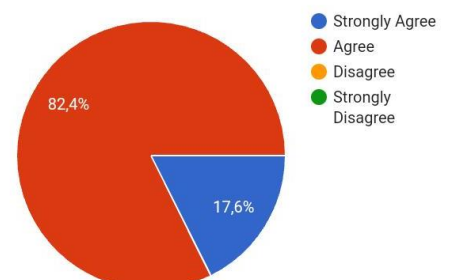
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4.

I am more interested in paying attention to the teacher's explanation when accompanied by gestures (Saya lebih tertarik memperhatikan penjelasan guru ketika disertai dengan gestur)

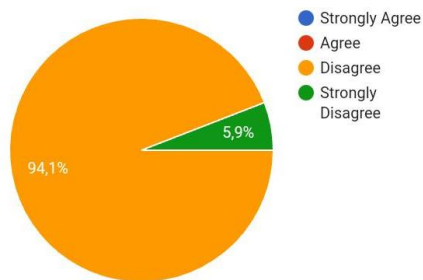
34 jawaban



5.

The teacher's gestures often made me confused in understanding the meaning of new vocabulary (Gestur guru sering membuat saya bingung dalam memahami arti kosakata baru)

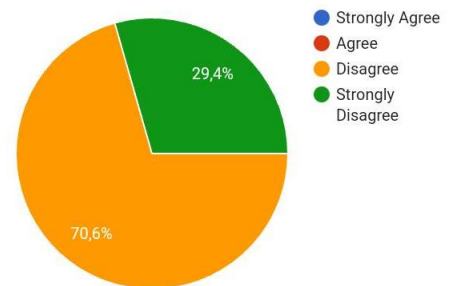
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7.

I felt the teacher's gesture was excessive and unnecessary (Saya merasa gestur guru berlebihan dan tidak perlu)

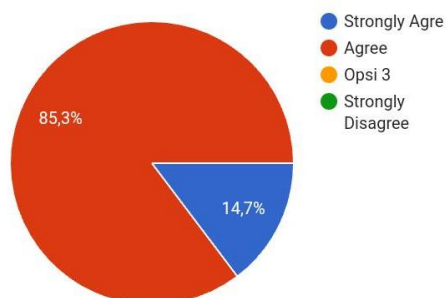
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6.

The teacher's gestures helped me engage more actively in the vocabulary learning process (Gestur guru membantu saya terlibat lebih aktif dalam proses pembelajaran kosakata)

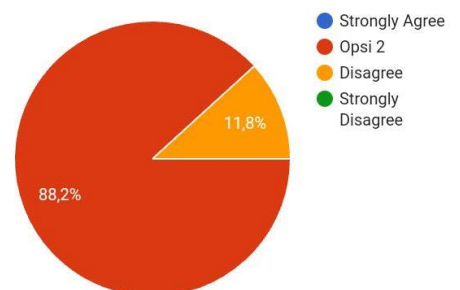
34 jawaban



8.

The teacher's use of gestures makes the explanation more lively and interesting (Penggunaan gestur oleh guru membuat penjelasan lebih hidup dan menarik)

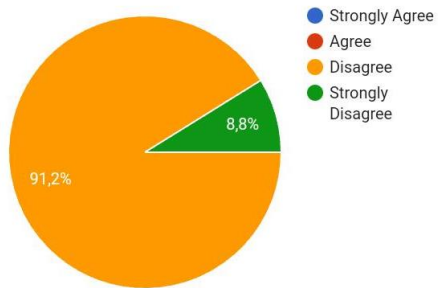
34 jawaban



9.

I prefer if the teacher only explains verbally without using gestures (Saya lebih suka jika guru hanya menjelaskan secara lisan tanpa menggunakan gestur)

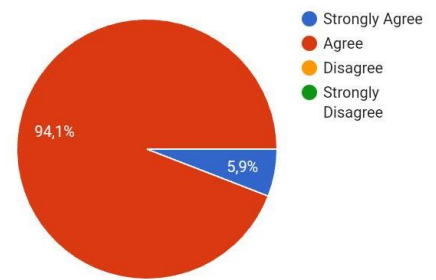
34 jawaban



10.

Overall, the teacher's gestures really helped me in understanding new vocabulary (Secara keseluruhan, gestur guru sangat membantu saya dalam memahami kosakata baru)

34 jawaban



### APPENDIX 3

#### The Result of Questionnaire to Teacher

No	Indicators	Statements		
			Yes	No
1	Facial expressions	1) I use facial expressions of laugh to indicate a positive response or comments given by students in my teaching	√	-
		2) I use facial expressions of disgust to indicate students' disrespect in my teaching	-	√
		3) I use facial expressions of angry to indicate feelings of annoyance at situations or student behavior that do not meet expectations in my teaching	√	-
		4) I use facial expressions of disappointed to indicate feelings of sad because students cannot follow my teaching well	-	√
		5) I use facial expressions of serious to indicate that I really focus and concentrate on the material taught in my teaching	√	-
		6) I use facial expressions of smile to indicate feelings of warm, friendly, caring and enthusiastic attitude in my teaching	√	-
2	Posture	7) I use posture of standing to create a more lively and interesting classroom atmosphere for students in my teaching	√	-
		8) I use posture of walking to indicate variations in the delivery of material in my teaching	√	-
		9) I use posture of sitting to encourage two-way engagement and active participation in the teaching and learning process	√	-
3	Gesture	10) I use gesture of illustrators to indicate emphasis on the key points that I want to convey in my teaching	√	-
		11) I use gesture of regulators to demonstrate signaling to students, so they can immediately understand what I am conveying in my teaching	√	-
		12) I use gesture of emblems to indicate interactions with students such as raising my hand and waving to greet or say hello to students	-	√
		13) I use gesture of affect display to indicate visualizing images to attract students' attention in my teaching	-	√
4	Touch	14) I use touch of hand movement to indicate emphasizing points or important information in the explanation. For example, teachers may touch	√	-

		the table or tap the whiteboard when conveying key concepts		
		15) I use touch of hand shaking to build positive relationships and support students emotionally such as patting the shoulder or holding the hand	√	-
5	Eye contact	16) I use eye contact of close eyes to indicate boredom, fatigue, or other distractions in my teaching	√	-
		17) I use eye contact of open eyes to indicate that I am fully involved in the teaching process and monitor students' reactions and engagement in my teaching	√	-
		18) I use eye contact of directions to indicate my confidence and comfort in front of the class and to establish my credibility as a teacher	-	√
		19) I use eye contact of eye movement to indicate giving full attention to students, making students feel valued and helping students engage in learning.	√	-

## APPENDIX 4

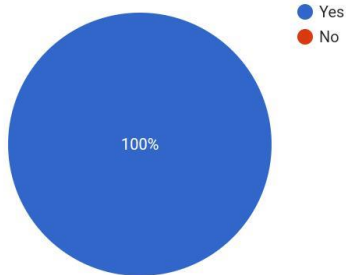
### Questionnaire Diagram to a Teacher about an Analysis of Teacher's Gesture in Facilitating Student's Vocabulary Mastery at SMP N 1 Rejang Lebong

1.

I use facial expressions of laugh to indicate a positive response or comments given by students in my teaching

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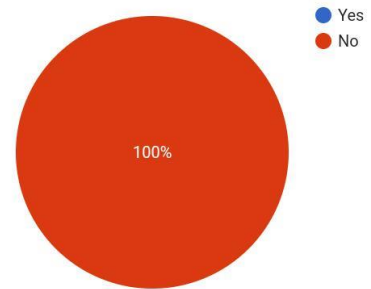


3.

I use facial expressions of disappointed to indicate feelings of sad because students cannot follow my teaching well

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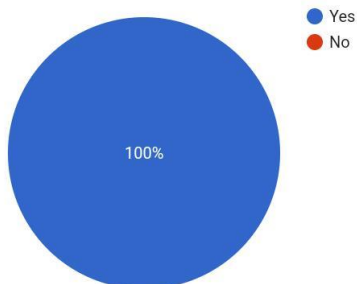


2.

I use facial expressions of angry to indicate feelings of annoyance at situations or student behavior that do not meet expectations in my teaching

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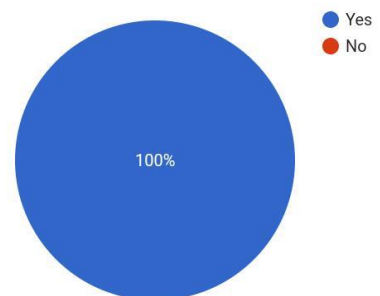


4.

I use facial expressions of smile to indicate feelings of warm, friendly, caring and enthusiastic attitude in my teaching

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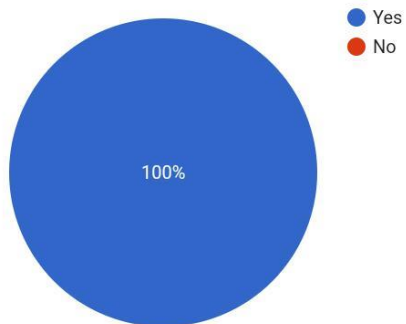


5.

I use facial expressions of serious to indicate that I really focus and concentrate on the material taught in my teaching

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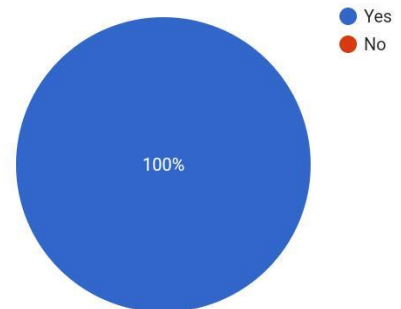


7.

I use posture of walking to indicate variations in the delivery of material in my teaching

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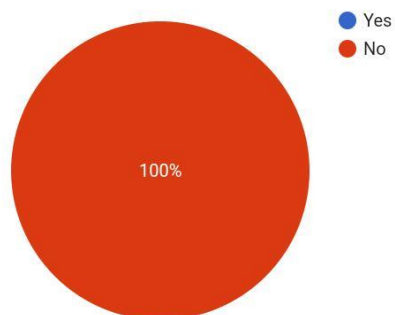


6.

I use facial expressions of disgust to indicate students' disrespect in my teaching

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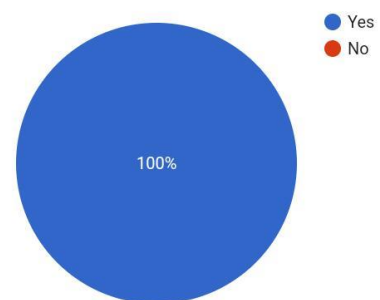


8.

I use posture of standing to create a more lively and interesting classroom atmosphere for students in my teaching

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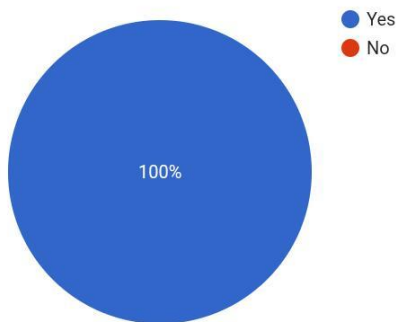


9.

I use posture of sitting to encourage two-way engagement and active participation in the teaching and learning process

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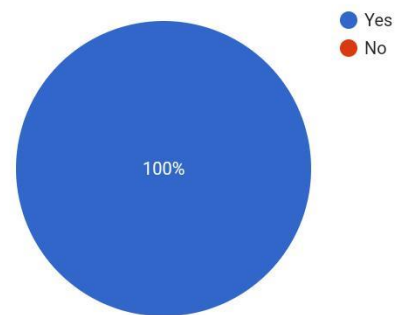


11.

I use gesture of regulators to demonstrate signaling to students, so they can immediately understand what I am conveying in my teaching

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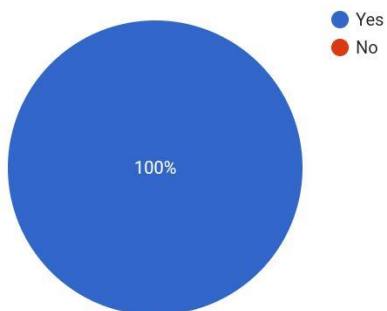


10.

I use gesture of illustrators to indicate emphasis on the key points that I want to convey in my teaching

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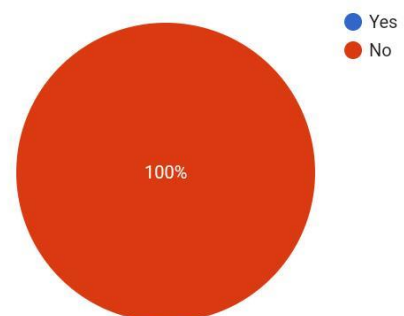


12.

I use gesture of emblems to indicate interactions with students such as raising my hand and waving to greet or say hello to students

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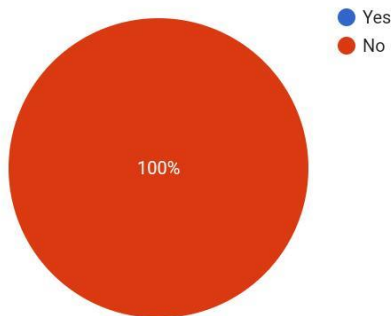


13.

I use gesture of affect display to indicate visualizing images to attract students' attention in my teaching

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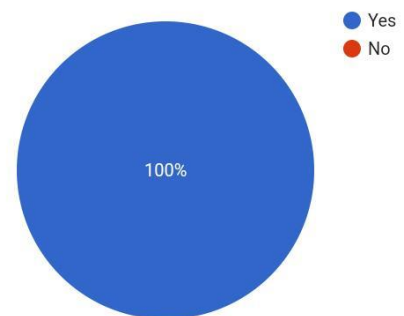


15.

I use touch of hand shaking to build positive relationships and support students emotionally such as patting the shoulder or holding the hand

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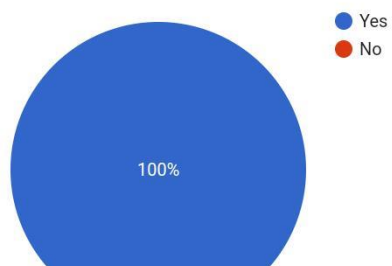


14.

I use touch of hand movement to indicate emphasizing points or important information in the explanation. For example, teachers may touch the table or tap the whiteboard when conveying key concepts

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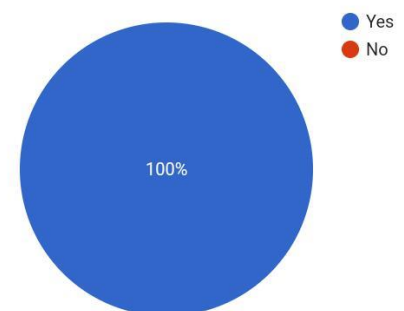


16.

I use eye contact of close eyes to indicate boredom, fatigue, or other distractions in my teaching

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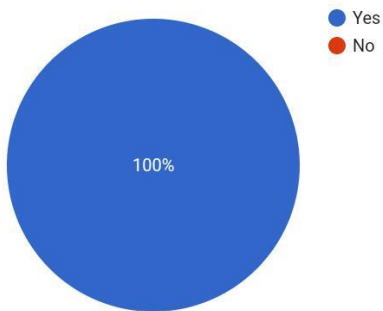


17.

I use eye contact of open eyes to indicate that I am fully involved in the teaching process and monitor students' reactions and engagement in my teaching

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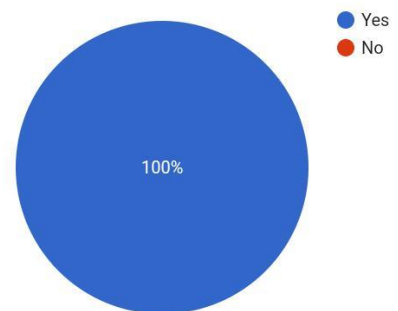


19.

I use eye contact of eye movement to indicate giving full attention to students, making students feel valued and helping students engage in learning.

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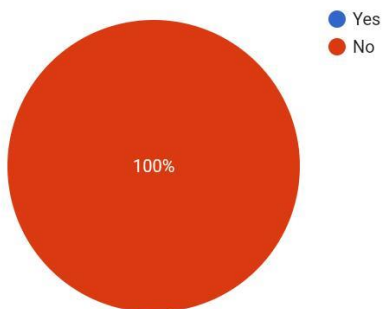


18.

I use eye contact of directions to indicate my confidence and comfort in front of the class and to establish my credibility as a teacher

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## APPENDIX 5

### The Results Of Validity Test, Reliability Test ,Normality Test, Linearity Test And Simple Regression Analysis From SPSS

## Correlations

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	Definition of Missing	User-defined missing values are treated as missing.
Missing Value Handling	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
		CORRELATIONS /VARIABLES=X01 X02 X03 X04 X05 X06 X07 X08 X09 X10 X11 X12 X13 X14 X15 X16 X17 X18 X19 Total /PRINT=TWOTAIL NOSIG /MISSING=PAIRWISE.
Syntax		
Resources	Processor Time	00:00:00,03
	Elapsed Time	00:00:00,07

[DataSet0]

Correlations





**Correlations**

		X13	X14	X15	X16	X17	X18	X19	Total
X01	Pearson	.034	.307**	.440	-.041	-.467**	-.287**	-.015	.471
	Correlation								
	Sig. (2-tailed)	.847	.078	.009	.818	.005	.100	.933	.005
X02	N	34	34	34	34	34	34	34	34
	Pearson	.034**	.307	.440	-.041	-.467**	-.287**	-.015	.471
	Correlation								
X03	Sig. (2-tailed)	.847	.078	.009	.818	.005	.100	.933	.005
	N	34	34	34	34	34	34	34	34
	Pearson	.411	.342	.027	.342**	.256	.010	.047**	.590
X04	Correlation								
	Sig. (2-tailed)	.016	.048	.878	.048	.144	.957	.793	.000
	N	34	34	34	34	34	34	34	34
X05	Pearson	.455	.328	.228**	.328	.090	-.285	.121	.675
	Correlation								
	Sig. (2-tailed)	.007	.058	.194	.058	.614	.102	.496	.000
X06	N	34	34	34	34	34	34	34	34
	Pearson	.314**	.207**	.167	-.334	-.726	.106	-.289	.016
	Correlation								
X07	Sig. (2-tailed)	.071	.241	.344	.054	.000	.553	.097	.929
	N	34	34	34	34	34	34	34	34
	Pearson	.101**	.342**	.491	.019	-.366	-.320	.364	.483
X08	Correlation								
	Sig. (2-tailed)	.572	.048	.003	.915	.033	.065	.034	.004
	N	34	34	34	34	34	34	34	34
X09	Pearson	.432	.284	.230**	.656	.193	.272	-.032	.532
	Correlation								
	Sig. (2-tailed)	.011	.103	.190	.000	.274	.120	.856	.001
X10	N	34	34	34	34	34	34	34	34
	Pearson	-.066	-.026	.033	-.171	-.066	-.087	-.277	-.102
	Correlation								
X11	Sig. (2-tailed)	.712	.886	.854	.334	.712	.624	.113	.566
	N	34	34	34	34	34	34	34	34
	Pearson	.101**	.342**	.027**	.019	-.055	-.320 <sup>†</sup>	.364	.590
X12	Correlation								
	Sig. (2-tailed)	.572	.048	.878	.915	.758	.065	.034	.000
	N	34	34	34	34	34	34	34	34
X13	Pearson	.265	.443	.236 <sup>†</sup>	.443**	.130 <sup>†</sup>	-.130 <sup>†</sup>	.472	.626
	Correlation								
	Sig. (2-tailed)	.130	.009	.180	.009	.463	.464	.005	.000





\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

```
RELIABILITY
  /VARIABLES=X01 X02 X03 X04 X05 X06 X07 X08 X09 X10 X11 X12 X13
X14 X15 X16 X17 X18 X19
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /SUMMARY=TOTAL.
```

## Reliability

Notes		
Output Created		19-MAR-2024 11:37:01
Comments		
	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
Input	Split File	<none>
	N of Rows in Working Data	34
	File	
	Matrix Input	
	Definition of Missing	User-defined missing values are treated as missing.
Missing Value Handling	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
		RELIABILITY /VARIABLES=X01 X02 X03 X04 X05 X06 X07 X08 X09 X10 X11 X12 X13 X14 X15 X16 X17 X18 X19 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /SUMMARY=TOTAL.
Syntax		
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,00

[DataSet0]

## Scale: ALL VARIABLES

### Case Processing Summary

		N	%
Cases	Valid	34	100.0
	Excluded <sup>a</sup>	0	.0
	Total	34	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
.743	19

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X01	11.2353	12.246	.390	.728
X02	11.2353	12.246	.390	.728
X03	11.2647	11.837	.514	.718
X04	11.4706	11.166	.590	.707
X05	11.3824	13.516	-.110	.766
X06	11.2647	12.140	.395	.727
X07	11.5294	11.651	.422	.722
X08	11.3235	13.862	-.216	.771
X09	11.2647	11.837	.514	.718
X10	11.3529	11.508	.542	.713
X11	11.4412	11.406	.523	.713
X12	11.3824	11.516	.518	.715
X13	11.6471	11.508	.466	.718

X14	11.7353	11.110	.622	.704
X15	11.5588	11.345	.514	.713
X16	11.7353	11.716	.423	.722
X17	11.6471	13.932	-.221	.777
X18	11.4118	13.886	-.214	.774
X19	11.7059	12.578	.153	.746

```

NEW FILE.
DATASET NAME DataSet1 WINDOW=FRONT.
REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT Y
  /METHOD=ENTER X
  /SAVE RESID.

```

## Regression

### Notes

Output Created		19-MAR-2024 11:41:47
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data	34
Missing Value Handling	File	
	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.

Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT Y /METHOD=ENTER X /SAVE RESID.
Resources	Processor Time Elapsed Time Memory Required Additional Memory Required for Residual Plots	00:00:00,00 00:00:00,10 1356 bytes 0 bytes
Variables Created or Modified	RES_1	Unstandardized Residual

[DataSet1]

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.921 <sup>a</sup>	.848	.844	1.445

a. Predictors: (Constant), Gestures

b. Dependent Variable: Vocabulary

**ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	373.927	1	373.927	179.106	.000 <sup>b</sup>
1 Residual	66.808	32	2.088		
Total	440.735	33			

a. Dependent Variable: Vocabulary

b. Predictors: (Constant), Gestures

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.531	.756		3.348	.002
Gestures	1.195	.089	.921	13.383	.000

a. Dependent Variable: Vocabulary

**Residuals Statistics<sup>a</sup>**

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	4.92	19.26	12.09	3.366	34
Residual	-3.283	2.717	.000	1.423	34
Std. Predicted Value	-2.129	2.129	.000	1.000	34
Std. Residual	-2.272	1.880	.000	.985	34

a. Dependent Variable: Vocabulary

NPART TESTS  
 /K-S (NORMAL) =RES\_1  
 /MISSING ANALYSIS.

[DataSet1]

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		34
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	1.42284194
Most Extreme Differences	Absolute	.084
	Positive	.073
	Negative	-.084
Kolmogorov-Smirnov Z		.492
Asymp. Sig. (2-tailed)		.969

a. Test distribution is Normal.

b. Calculated from data.

```
NEW FILE.
DATASET NAME DataSet2 WINDOW=FRONT.
MEANS TABLES=Y BY X
  /CELLS MEAN COUNT STDDEV
  /STATISTICS LINEARITY.
```

## Means

Notes		
Output Created		19-MAR-2024 11:45:51
Comments		
Input	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	34
Missing Value Handling	Definition of Missing	For each dependent variable in a table, user-defined missing values for the dependent and all grouping variables are treated as missing.
	Cases Used	Cases used for each table have no missing values in any independent variable, and not all dependent variables have missing values.
Syntax		MEANS TABLES=Y BY X /CELLS MEAN COUNT STDDEV /STATISTICS LINEARITY.
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,01

[DataSet2]

### Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Vocabulary * Gestures	34	100.0%	0	0.0%	34	100.0%

### Report

#### Vocabulary

Gestures	Mean	N	Std. Deviation
2	4.00	1	.
3	7.00	2	.000
5	7.75	4	.500
6	11.00	2	1.414
7	10.50	6	1.517
8	11.00	3	1.000
9	13.75	4	2.630
10	15.22	9	.833
13	17.00	2	1.414
14	18.00	1	.
Total	12.09	34	3.655

#### ANOVA Table

			Sum of Squares	df
(Combined)			396.180	9
Between Groups			373.927	1
Vocabulary * Gestures	Linearity		373.927	1
	Deviation from Linearity		22.252	8
Within Groups			44.556	24
Total			440.735	33

#### ANOVA Table

			Mean Square	F
(Combined)			44.020	23.712
Between Groups			373.927	201.417
Vocabulary * Gestures	Linearity		373.927	201.417
	Deviation from Linearity		2.782	1.498
Within Groups			1.856	
Total				

**ANOVA Table**

			Sig.
Vocabulary * Gestures		(Combined)	.000
	Between Groups	Linearity	.000
		Deviation from Linearity	.210
	Within Groups		
	Total		

**Measures of Association**

	R	R Squared	Eta	Eta Squared
Vocabulary * Gestures	.921	.848	.948	.899



## APPENDIX 6

### The Result of Interview with the Teacher (interview script)

1. Based on the result from the interview with teacher who teach in class VII-i on 10 October 2023 about Facial expressions :

Question 1 : Do you use *Facial expressions* while teaching English?

Teacher : Based on my experience in teaching, facial expression is used in teaching

Question 2 : What *Facial expressions* do you use?

Teacher : we use facial expressions such as smile, laugh, anger or serious

Question 3 : How do you use *Facial expressions* and To what extent *facial expressions* can facilitate students' understanding?

Teacher : we use facial expressions such as smile to show our feelings for students who get better grades and facial expressions of anger when students make noise in class while the learning process is in progress. We use facial expressions with the aim that students can directly understand the situation that is happening even though the teacher speaks in a language they don't understand

Question 4 : Do you find any difficulties in using *Facial expressions*? What are they?

Teacher : when students did not understand the expression or gesture used in the class, and sometimes some students just do not focus.

2. Based on the result from the interview with teacher who teach in class VII-i on 10 October 2023 about Posture :

Question 1 : Do you maintain *Posture* while teaching English?

Teacher : Based on my experience in teaching, *Posture* is used in teaching

Question 2 : What *Posture* do you maintain?

Teacher : Standing, and sitting

Question 3 : How do you maintain *Posture* and To what extent *posture* can facilitate students' understanding?

Teacher : We maintain a standing posture when teaching instructional material, students follow the instructions we say in English by looking at the posture we maintain, some of which are, "please stand" (while maintaining a standing posture) or "please sit back" (while maintaining sitting posture). By looking at the postures that we provide, it is hoped that students will be able to directly understand the instructions that we convey, even if it is in a language that they did not understand before

Question 4 : Do you find any difficulties in maintaining *Posture*? What are they?

Teacher : We experienced no significant difficulties in maintaining posture during the learning process

3. Based on the result from the interview with teacher who teach in class VII-i on 10 October 2023 about *Gesture* :

Question 1 : Do you use gestures while teaching English?

Teacher : Based on my experience in teaching, *gestures* is used in teaching

Question 2 : What gestures do you use?

Teacher : we use illustrators and regulators gesture

Question 3 : How do you use *gestures* and To what extent *gestures* can facilitate students' understanding?

Teacher : we provide instructions for what we are saying using body movements accompanied by command sentences such as "open your book" which is accompanied by hand movements opening the book or what is usually called illustrators gesture, apart from that we also use Regulators gestures to give signals to students to students can automatically understand the commands we give, such as when we ask students to answer a question, we will give a signal to start answering, such as saying "one two three go" accompanied

by lifting up finger and knocking on the table to started.. Then we also use this gesture when we explain the lesson, we always point to what we are explaining to signal to the students. So that students can understand what we are explaining. By using appropriate gestures, it is hoped that it will be able to encourage students' ability to understand sentences in English for beginner English language learners.

Question 4 : Do you find any difficulties in using *gestures*? What are they?

Teacher : We experienced no significant difficulties in using gestures during the learning process

4. Based on the result from the interview with teacher who teach in class VII-i on 10 October 2023 about Touch :

Question 1 : Do you use *Touch* while teaching English?

Teacher : Based on my experience in teaching, *Touch* is used in teaching

Question 2 : What *Touch* do you use?

Teacher : Hand shaking and hand movement

Question 3 : How do you use *Touch* and To what extent *touch* can facilitate students' understanding?

Teacher : we use touch to help students understand English sentences, one of which we use is "hand shaking", for example when we say "draw anybody, it is up to you that important start from head to foot, there is her hair". (Here we up our hand when we said there was hair, we show with touched our head). We also use "hand movements" during the lesson, for example When we explain the lesson, our hands will move right and left. When we give examples to our students wrote on the board, we wrote "I ate fruit". Then sometimes we touch the blackboard when we want to refer where we explain it. By providing appropriate body movements, it is hoped that students will be able to understand the lesson material that we explain

Question 4 : Do you find any difficulties in using *Touch*? What are they?  
Teacher : Sometimes students don't understand the sentences we give them when they don't focus or when the movements we give them don't match what we tell them to do.

5. Based on the result from the interview with teacher who teach in class VII-i on 10 October 2023 about Eye contact :

Question 1 : Do you use *Eye contact* while teaching English?  
Teacher : Based on my experience in teaching, *Eye contact* is used in teaching

Question 2 : What *Eye contact* do you use?  
Teacher : Close eyes, open eyes and eye movement

Question 3 : How do you use *Eye contact* and To what extent *eye contact* can facilitate students' understanding?

Teacher : Eye contact is the art of communication. A good speaker will go through training in making eye contact. By seeing each student one by one, students will feel the presence of the teacher physically and spiritually. The teacher's gaze must look directly into the student's eyes and vice versa. Direct eye contact between teachers and students will bring positive energy. It is hoped that it can help build a strong emotional connection between two individuals. When we look someone in the eye while talking, we give a signal that we are really listening and care about what they are saying.

Question 4 : Do you find any difficulties in using *Eye contact*? What are they?  
Teacher : no significant difficulties in using gestures during the learning process.

## APPENDIX 7

### (Instruments)

#### The First Observation Checklist about an Analysis of Teacher's Gesture in Facilitating Student's Vocabulary Mastery at SMP N 1 Rejang Lebong

(10 October 2023)

No	Indicators	Subindicators			
			Yes	No	
1	Facial expressions	Serious, Disappointed, Laugh, Anger, Disgust, Smile	1) Serious	√	-
			2) Disgust	-	√
			3) Angry	√	-
			4) Disappointed	-	√
			5) Laugh	√	-
			6) Smile	√	-
2	Posture	Walking, standing, and sitting	1) Sitting	√	-
			2) Standing	√	-
			3) Walking	√	-
3	Gesture	Illustrators, regulators, emblems, affect display	1) Illustrators	√	-
			2) Regulators,	√	-
			3) Emblems	-	√
			4) Affect display	-	√
4	Touch	Hand shaking, hand movement.	1) Hand movement	√	-
			2) Hand shaking	√	-
5	Eye contact	Close eyes, open	1) Close eyes	√	-

		eyes, direction and eye movement.			
			2) Open eyes	√	-
			3) Direction	-	√
			4) Eye movement.	√	-

**The Second Observation Checklist about an Analysis of Teacher's Gesture in Facilitating Student's Vocabulary Mastery at SMP N 1 Rejang Lebong**

(12 October 2023)

No	Indicators	Subindicators			
				Yes	No
1	Facial expressions	Serious, Disappointed, Laugh, Anger, Disgust, Smile	1) Serious	√	-
			2) Disgust	-	√
			3) Angry	√	-
			4) Disappointed	-	√
			5) Laugh	√	-
			6) Smile	√	-
2	Posture	Walking, standing, and sitting	1) Sitting	√	-
			2) Standing	√	-
			3) Walking	√	-
3	Gesture	Illustrators, regulators, emblems, affect display	1) Illustrators	√	-
			2) Regulators,	√	-
			3) Emblems	-	√
			4) Affect display	-	√
4	Touch	Hand shaking, hand movement.	1) Hand movement	√	-

			2) Hand shaking	√	-
5	Eye contact	Close eyes, open eyes, direction and eye movement.	1) Close eyes	√	-
			2) Open eyes	√	-
			3) Direction	-	√
			4) Eye movement.	√	-

**The Third Observation Checklist about an Analysis of Teacher's Gesture in Facilitating Student's Vocabulary Mastery at SMP N 1 Rejang Lebong**

(16 October 2023)

No	Indicators	Subindicators			
			Yes	No	
1	Facial expressions	Serious, Disappointed, Laugh, Anger, Disgust, Smile	1) Serious	√	-
			2) Disgust	-	√
			3) Angry	√	-
			4) Disappointed	-	√
			5) Laugh	√	-
			6) Smile	√	-
2	Posture	Walking, standing, and sitting	1) Sitting	√	-
			2) Standing	√	-
			3) Walking	√	-
3	Gesture	Illustrators, regulators, emblems, affect display	1) Illustrators	√	-
			2) Regulators,	√	-
			3) Emblems	-	√

			4) Affect display	-	√
4	Touch	Hand shaking, hand movement.	1) Hand movement	√	-
			2) Hand shaking	√	-
5	Eye contact	Close eyes, open eyes, direction and eye movement.	1) Close eyes	√	-
			2) Open eyes	√	-
			3) Direction	-	√
			4) Eye movement.	√	-

**Guidance for Interview about an Analysis of Teacher's Gesture in Facilitating Student's Vocabulary Mastery at SMP N 1 Rejang Lebong**

No	Indicators	Subindicators	Questions	Descriptions
1	Facial expressions	Serious, Disappointed, Laugh, Anger, Disgust, Smile	1) Do you use <i>Facial expressions</i> while teaching English?	Yes, I do
			2) What <i>Facial expressions</i> do you use?	we use facial expressions such as smile, laugh, anger or serious



			<p>3) How do you use <i>Facial expressions</i> and To what extent <i>facial expressions</i> can facilitate students' understanding?</p>	<p>We use facial expressions such as smile to show our feelings for students who get better grades and facial expressions of anger when students make noise in class while the learning process is in progress.</p> <p>We use facial expressions with the aim that students can directly understand the situation that is happening even though the teacher speaks in a language they don't understand</p>
			<p>4) Do you find any difficulties in use <i>Facial expressions</i>?</p>	<p>When students did not understand the expression or gesture used in the class, and sometimes some students just do not focus.</p>
2	Posture	Walking, standing, and sitting	<p>1) Do you use <i>Posture</i> while teaching English?</p>	<p>Yes, I do</p>
			<p>2) What <i>Posture</i> do you use?</p>	<p>Walking, standing, and sitting</p>

			<p>3) How do you use <i>Posture</i> and To what extent <i>posture</i> can facilitate students' understanding?</p>	<p>We maintain a standing posture when teaching instructional material, students follow the instructions we say in English by looking at the posture we maintain, some of which are, "please stand" (while maintaining a standing posture) or "please sit back" (while maintaining sitting posture).</p> <p>It is hoped that students will be able to directly understand the instructions that we convey, even if it is in a language that they did not understand before</p>
			<p>4) Do you find any difficulties in use <i>Posture</i>?</p>	<p>no significant difficulties in maintaining posture during the learning process</p>
3	Gesture	Illustrators, regulators, emblems, affect display	<p>1) Do you use <i>Gesture</i> while teaching English?</p>	<p>Yes, I do</p>
			<p>2) What <i>Gesture</i> do you use?</p>	<p>illustrators, affect display, and regulators gesture</p>
			<p>3) How do you use <i>Gesture</i> and To what extent <i>gestures</i> can facilitate students'</p>	<p>we provide instructions for what we are saying using body movements accompanied by</p>

			<p>understanding?</p>	<p>command sentences such as "open your book" which is accompanied by hand movements opening the book or what is usually called Gesture illustrators, apart from that we also use Regulators gestures to give signals to students to students can automatically understand the commands we give, such as when we ask students to answer a question, we will give a signal to start answering, such as saying "one two three go" accompanied by ike up finger and knocking on the table to started. Then we also use this gesture when we explain the lesson, we always point to what we are explaining to signal to the students. So that students can understand what we are explaining.</p> <p>It is hoped that it will be able to encourage students' ability to understand sentences in</p>
--	--	--	-----------------------	---

				English for beginner English language learners.
			4) Do you find any difficulties in use <i>Gesture</i> ? What are them?	No significant difficulties in using gestures during the learning process
4	Touch	Hand shaking, hand movement.	1) Do you use <i>Touch</i> while teaching English?	Yes, I do
			2) What <i>Touch</i> do you use?	Hand shaking, hand movement.
			3) How do you use <i>Touch</i> and To what extent <i>touch</i> can facilitate students' understanding?	we use touch to help students understand English sentences, one of which we use is "hand shaking", for example when we say "draw anybody, it is up to you that important start from head to foot, there is her hair". (Here we up our hand when we said there was hair, we show with touched our head). We also use "hand movements" during the lesson, for example When we explain the lesson, our hands will move right and left. When we give examples to our students wrote on the board, we wrote "I ate fruit". Then sometimes we touch the blackboard when

				<p>we want to refer where we explain it</p> <p>It is hoped that students will be able to understand the lesson material that we explain</p>
			<p>4) Do you find any difficulties in use <i>Touch</i>? What are them?</p>	<p>Sometimes students don't understand the sentences we give them when they don't focus or when the movements we give them don't match what we tell them to do.</p>
5	Eye contact	Close eyes, open eyes, direction and eye movement.	<p>1) Do you use <i>Eye contact</i> while teaching English?</p> <p>2) What <i>Eye contact</i> do you use?</p> <p>3) How do you use <i>Eye contact</i> and To what extent <i>eye contact</i> can facilitate students'</p>	<p>Yes, I do</p> <p>Close eyes, open eyes and eye movement</p> <p>Eye contact is the art of communication. A good speaker will go through training in making eye contact. By seeing</p>

			<p>understanding?</p>	<p>each student one by one, students will feel the presence of the teacher physically and spiritually. The teacher's gaze must look directly into the student's eyes and vice versa. Direct eye contact between teachers and students will bring positive energy.</p> <p>It is hoped that it can help build a strong emotional connection between two individuals. When we look someone in the eye while talking, we give a signal that we are really listening and care about what they are saying.</p>
			<p>4) Do you find any difficulties in use <i>Eye contact</i>? What are them?</p>	<p>no significant difficulties in using gestures during the learning process</p>

### Blueprint of Questionnaire

Number Of Items	STATEMENTS	TYPE	SCORE			
			SA	A	D	SD
1	I understand the meaning of new words more easily when the teacher uses hand/body movements	Positive	4	3	2	1
2	The gestures (hand/body movements) used by the teacher help me remember new vocabulary better	Positive	4	3	2	1
3	I feel the teacher's gestures are less effective in clarifying the meaning of new vocabulary	Negative	1	2	3	4
4	I am more interested in paying attention to the teacher's explanation when accompanied by gestures	Positive	4	3	2	1
5	The teacher's gestures often made me confused in understanding the meaning of new vocabulary	Negative	1	2	3	4
6	The teacher's use of gestures makes the explanation more lively and interesting	Positive	4	3	2	1
7	I felt the teacher's gesture was excessive and unnecessary	Negative	1	2	3	4
8	The teacher's gestures helped me engage more actively in the vocabulary learning process	Positive	4	3	2	1
9	I prefer if the teacher only explains verbally without using gestures	Negative	1	2	3	4
10	Overall, the teacher's gestures really helped me in understanding new vocabulary	Positive	4	3	2	1

### Guidance for Test about an Analysis of Teacher's Gesture in Facilitating Student's Vocabulary Mastery at SMP N 1 Rejang Lebong

(Recapitulation Of Test Results For All Respondents)

No	Indicators	Subindicators	Rated aspect			Descriptions
				Yes	No	
1	Carry out/ demonstrate that	Children are capable of demonstrating	<i>Listen to me and do what I say!</i>	√		29 people

	movement ordered by the teacher	that movement ordered by the teacher	1) Jump!			got it right
			2) Run!	√		29 people got it right
			3) Stop!	√		28 people got it right
			4) Stand up!	√		21 people got it right
			5) Turn around!	√		24 people got it right
			6) Sit down!	√		28 people got it right
			7) Squat down!	√		19 people got it right
			8) Walk!	√		26 people got it right
2	Respond some instructions simple in English ordered by Teacher	Children are capable of carrying out the teacher's orders In English	<i>Listen to me and do what I say!</i> 9) Run to the door!	√		28 people got it right
			10) Jump to the chair!	√		25 people got it right
			11) Walk to the table!	√		22 people got it right
			12) Pick up the pencil!	√		24 people got it right
			13) Put down the book!	√		15 people got it right
		Children are capable of carrying out the teacher's orders simultaneously	<i>Listen to me and do what I say!</i> 14) Run to the table and pick up the book!	√		12 people got it right
			15) Pick up the pencil and walk to the window!	√		18 people got it right
			16) Jump to the table, put down the paper, and sit on the chair!	√		12 people got it right
		Children are	<i>Listen to me</i>			



		capable of carrying out the teacher's orders simultaneously	<i>and do what I say!</i> 17) Pick up the paper and pencil and put them on the chair!	√		15 people got it right
			18) Jump to the chair and put down the book!	√		23 people got it right
			19) Walk to the door, pick up the pencil, put it on the table, and sit on the chair!	√		13 people got it right
SCORE						

Information :

Yes: Score 1

No: Score 0

This test was adapted from research conducted by: Khusniyati, A. F. (2020). [The effect of total physical response method assisted by flash cards on early childhood English listening skills and vocabulary mastery, Unpublished master's thesis/doctoral dissertation, Semarang State University].

**Notes from Validator :**

The instruments had been validated. The validator validated the instruments into two things; the first is content, including the coherence between the statements and indicators stated in theory. The second is the accuracy of grammatical aspects used in the instrument.

Curup, October 2023

Validator,



Nastiti Handayani, M.Pd

## Documentation





